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ABSTRACT

This study sought ways in which the staff and students of a School of Architecture could work with townspeople, teachers, and teenagers in studying the environmental conditions in their communities. Three types of communities participated. Three types of programs were carried out. They were: (1) townspeople, school personnel and teenagers studied the community and reported their findings; (2) seminars were held on ways to study towns, and interested people were encouraged to develop study groups; (3) professional staff and university students studied the town and presented their findings to the townspeople. Some evident outcomes were: (a) when teenagers are involved, constructive projects can be developed to help them identify with their community (Plans 1 and 2); (b) teachers can become better able to help students understand their environment through these study plans, particularly Plan 1; (c) when students, townspeople and young people have an opportunity to come together, there is a positive change in school community relationships; and (d) by analyzing personal interactions a basis can be found for curriculum materials focusing on key problems to be considered in environmental problem solving. (Author/CJ)

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COMMUNITY ARTS STUDY PROGRAM

June K. McFee, Director
Institute for Community Art Studies
School of Architecture and Allied Arts
University of Oregon
Eugene, Oregon 97403

March 31, 1969

U.S. Department of
Health, Education, and Welfare
Office of Education
Bureau of Research

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Local coordinators, as either part of the staff or volunteer leaders, worked long and patiently to keep the lines of communication open between the staff and the community.

Community participants, teachers and teenagers, business and civic leaders, all contributed through their concerns, their questions and their work.

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SUMMARY

The purpose of this study was to explore ways in which the professional staff and students of a School of Architecture and Allied Arts could work with townspeople, high school art teachers, and teenagers in studying the functions, conditions and changes in their communities as a basis for making more qualified judgments about the quality of their environment.

Three communities participated: a coast resort and commercial fishing center; a river valley farming and industrial area; and a high plateau winter sports, ranch trading center town. Three types of programs were carried out: (1) Townspeople, school personnel and teenagers studied the community with professional staff help. Their findings were reported to the town via television and town meetings. (2) Seminars were held on ways to study towns, and townspeople who were interested were encouraged to develop study groups. (3) Professional staff and University students studied the town and presented their findings to the townspeople. Direct comparison of methodology cannot be made because of differences in the towns and differences in the social skills of the University consulting staff in working with the different segments of the community population.

The town which worked with plan (1) had a strong ongoing committee and excellent newspaper and television coverage of their activities. The plan (2) area was made up of one town which was highly fractured socially and had little newspaper coverage, and one which was very cohesive and had excellent newspaper coverage. The cohesive town profited from the seminars, and a year's constructive study and changes in the environment; a course for teachers in studying the environment has followed.

In the plan (3) study, the high school teachers and teenagers were not helped as much to become involved as were people in the power structure. Factionalism in the town further hindered the involvement of more people; but extensive planning has been going on with the junior college administration, and a highly motivated citizen's group, to organize the area for comprehensive planning.

The following outcomes were evident:

1. When teenagers are asked to study the town, and their findings are listened to by teachers and by the civic leaders of the town, constructive ideas and projects can be developed so that young people can identify with their town, look at it objectively, and be active participants in community development. (Plans 1 and 2).

2. Teachers can become more active citizens, and become better able to help students understand their environment through these types of study. As far as we can tell, the type one study is most effective, and type two as well, if follow-up study groups involving townspeople, teachers, and students are involved. Type three study may be effective with teachers and teenagers in another social context.

3. Although our evidence is impressionistic, we did seem to see a change in town-school relationships in those towns in which all three groups of people had an opportunity to act together.

4. By analysis of professional-lay interaction in studying towns, a basis can be found for adult and high school curriculum materials, overcoming problems of professional language and sharpening specific key problems and their relationships to other variables which must be considered in environmental problem solving.

BACKGROUND

OF ENVIRONMENTAL STUDY PROGRAM

PURPOSE This study proposed to encourage community awareness of environmental design problems through an experimental course with art education and architecture consultants. The purpose of the study was to provide people with more alternatives for making independent qualified decisions in relationship to the unique cultural, structural and geographic condition of their community.

It was intended that high school art teachers and students would be involved with townspeople in studying their communities. It was intended that interaction of professionals and townspeople would produce more workable curricular materials to be used in future study of communities for high schools and townspeople alike.

The outcomes worked toward were the development of meaningful and effective methods of involving adults and adolescents with environmental design. It was hoped that the encouragement of art teacher participation in community design problems would lead to more effective and directly applicable design education in the schools; more cooperation between school and community and more student concern for their communities.

Communities tend to separate concern for the renewal and growth of towns, preservation of historical buildings and sites, from the fine arts and art education. An art group, a high school art teacher and a civic group or community government may all be operative on one of these aspects within a community but not be working together for the total visual environment.

BACKGROUND Problems of community renewal are often solved mainly by using economic and expediency criteria rather than concern for the visual and functional needs of the area or involving persons who have these concerns. As population increases, the need for an aesthetically literate citizenry to control and enhance the growth of towns and cities becomes crucial. General education in art in secondary schools traditionally has been more concerned with creating "art" rather than the development of working criteria for evaluating art and the visual environment.

This emphasis has not given future citizens the critical language nor reasoning understanding of environmental design problems so that they could state the case for better design in competition with the so-called "hard facts" of economic considerations.

To encourage the development of environmental design as well as introducing it as a professional concern of the art teachers, there is need for both systematic curriculum development as well as cooperation with adults who are concerned with community design problems.

The program is based on the assumption that in a democracy everyone is responsible for what he contributes to the public view. This requires that citizenship education include design--and cannot be limited to persons having an "intuitive sense" of design. A reasoning, problem-solving approach to design appears to be the better solution in general education. Further, its usefulness needs direct application to real community problems.

Further, problems of the quality of the environment are not limited to large urban centers or preservation of natural resources. Every town in the country faces physical reorganization, symbolic loss of identity due to changes in transportation patterns, increases and decreases of population, and building trends. Study of environmental design needs to be carried out in all communities and among all the students preparing to participate in American Society.

OBJECTIVES The major objectives of this proposal were (1) to give participants working criteria and qualitative concepts through the rational study of design and environmental design problems as related to the history, developing trends, and culture of their community; (2) to involve high school art teachers in community design problems as a means of encouraging this activity in their work with students; and (3) to explore and evaluate curricula for meeting this need.

DEPARTURES FROM ORIGINAL PROPOSAL The following two departures have been made from the original proposal as approved by the Project Officer.

1. The proposed project was originally scheduled to begin on September 15, 1966. The proposal was approved, but not funded, until the following year. Because of this delay, the Institute for Community Art Studies, using their own funds, proceeded to hold a conference similar to the one described under Phase I in October, 1966. Since it was deemed unnecessary to hold another preliminary conference, the conference has been shifted from the beginning to the end of the project, utilizing it as a summation of the project and for an exchange of ideas among the communities. Because of delays in actual funding and because of further delays in obtaining approval to pay staff from the Oregon State System of Higher Education, the program did not begin until January 1, 1968. An extension to December 31, 1968 was approved.

2. The proposal stated that five communities would be used for trying the experimental curricula. During the initial planning it seemed more appropriate to try the curricula in three different geographical areas and community arrangements. One, an isolated community in the central high plateau; the second a combined commercial and recreation town in the coast area; and the third a larger diversified industrial town with three satellite small communities in the Willamette Valley. It was anticipated that this plan would provide data similar to the original proposal along with information on problems related to different community relationships within an area.

DESIGN OF STUDY

SELECTION OF TOWNS FOR STUDY The three towns (one an area) represent three distinct geographical areas whose historical developments, land use and economic activity base were varied. They were selected as representative of these geographic areas and populations (5000 to 16,000).

Bend, Oregon (pop. 13,200) is on a high central plateau with lumbering, cattle and recreation as its primary economic base. It is a highly scenic center for winter sports and summer recreation ranch activities.

Albany, (pop. 16,500) with its related towns of Scio, (pop. 468,) Lebanon, (pop. 6300), and Halsey (pop. 450) is located in the agriculturally rich Willamette Valley. Their base has been traditionally agricultural, but industrial developments in metals and wood products processing are changing some of the population and physical structure of the towns. An interstate freeway is changing the interaction patterns and building trends as the introduction of the railroad did in the past.

Newport, (pop. 5,750) is a coast town with a navigatable harbor for limited international shipping of wood products, commercial and recreational fishing. Its combination of ocean beach and harbor refuge makes it a key interaction point along the coast for multiple tourist activities.

All three areas share the problems of strip city development, dispersement of central city area, increased use of land for the automobile, and loss of community identity. All three areas have had art programs in their schools for many years but no effort has been made to relate art to the environment.

SELECTION OF EDUCATIONAL METHOD It was clearly formulated in the development of this study that the role of the professional staff was to operate as educators rather than as architects. Their role was to help people understand their town, to study it, and to provide alternative solutions to problems so that qualitative and quantitative problem solving of the multi-variant physical, social, economic and aesthetic factors could be made.

Each team working in each of the towns made individual adaptations to the formulation of role depending on (a) the receptivity of townspeople, (b) the educational style of the team, and (c) changes needed as the projects developed. In Newport free television time was available so that the work of community study teams and university teams could be broadcast to the area. A well established community group had already evolved due to prior work by the Institute, townspeople and public school personnel. In Albany, which included townspeople from Lebanon and Scio the readiness of the three areas for the study of the environment varied so that all sessions could not be held in

Albany as originally planned and staff worked independently in the other towns. Conflict of interest did not make an area study feasible so the curriculum had to be changed. Two communities were interested in long range study and analysis, the others wanted to make immediate decisions which did not fit into the staff's basic assumption that no one decision can be made without studying and reflecting on the ways other factors influence it. More effort was made to show the reasons for the need for study. These differences necessitated changes in the form of activities.

In Bend, the staff members were particularly skilled in extensive town analysis. Though community committees were suggested, the operating style of the staff led to their doing most of the study and then reporting on what they found and the alternatives that they saw as available.

BEND, OREGON Extensive work was done with townspeople, teachers, staff, and teenagers. Architecture students studied Bend throughout the late winter and spring of 1968. Materials were gathered, summarized, and presented to townspeople on the following topics:

1. Description and analysis of the existing physical place..both region and community..climate..geography..geology..soil..water..use of the land..irrigation..forests..industries..commerce..recreation.. politics..life styles..value sets..the meaning of all these..illustrated with maps, diagrams, charts, photomaps, aerial photos, etc.

2. A description and analysis of the growth and development of Bend and the region. This analysis covered patterns of historical pressures and ultimate decisions and directions in response. It was illustrated with topographic land-use maps, old and new aerial photos, old descriptions, charts and references, old population and employment records, agricultural studies, etc.

3. A description and analysis of systems of which Bend is a part. This description included national and regional trends, needs and developments; patterns of change (check Aspen and Sun Valley); current pressures, opportunities, and potentialities; current projects and plans (check Army Corps of Engineers, the Bureau of Land Management, the State Highway Department, the Soil Conservation Service, the U.S. Forest Service, Lutes and Amundsen Public Building Survey, and other studies of utilities, use of water, etc.) the national potential of Bend..potential as a convention center.. impact of several kinds of concentrated growth around Bend such as the Sun River development, recreational development, retirement development, scientific development, etc..What kind of change and alternatives would be implied for Bend?

4. Description and analysis of internal Bend...physical characteristics...systems...activities...needs and opportunities...problems, value-sets, need-sets..rate and cause of population change..desirability as a place (for whom?)...potentialities (for whom?)...What is Bend tending to become? (for whom?)...relationships between Bend and the potentialities, problems, activities, and needs of the region ..illustrate with movies of approaches to Bend and sequences; slides of buildings, places, systems, people, streets, physical/natural characteristics; diagrams, alternative design proposals...draw heavily on material developed in meetings with townspeople.

5. Description and analysis prepared with the help of townspeople of:
a. Good things and opportunities within the place and region which must be preserved.
b. High priority needs and desires which are shared by all or nearly all within the place and region.
c. Various groups and their special needs. (As determined in many ways such as age, income, employment, occupation, avocation, part-time interest, physical location, life-style, degree of dependency political leanings, recreational need, etc.)

6. Tentative conclusions regarding alternative combinations of tendencies...problems and opportunities which arise...their consequences...establishment and development of priorities...methods of implementation available...what they might require or mean.

ALBANY, SCIO, LEBANON

Regular weekly meetings were held during the spring with representatives from Lebanon, Scio, Sweet Home and other local communities. Meetings were also held with town study groups in Scio and Lebanon.

The Albany sessions sought to direct attention toward "understanding" the environment (rather than improving it through surface beautification projects). Some people found it difficult to separate a concern for the built environment as it is from what it could be or with explanations of environmental conditions which attempted to get at just what made "good" or "bad" places. The general attitude seemed to be that the things that were "right" and "wrong" with a community were quite clear and that with a little initiative, money, and good taste, environmental problems could be solved. This lack of interest seemed particularly acute when examples cited in discussions were not taken directly from the local towns.

In short, townspeople most active during the meetings wanted to make immediate improvements in their towns. Shopping malls, more and better parking, neater and cleaner streets, more tasteful signs, the protection of property values, "up-to-date-ness," community heritage, tourism, cultural facilities and prosperous downtowns were among the most easily discussed issues.

But many townspeople remarked that they had come to better understand their cities by having their downtowns compared with shopping streets in Switzerland and Japan.

The topics introduced at the meetings included Non-verbal Communication, the Neighborhood, Downtowns, Looking at Cities, Cultural Centers, and Teenage Use of Towns.

The community of Lebanon was particularly responsive to the program. The high school social studies and art teachers with their students made extensive studies of the communities. A citizens committee of the Chamber of Commerce used their materials along with materials developed in the Institute for a display at their spring Strawberry Festival. Requests were made for presentations to service clubs and teachers' groups. Television programs on our cooperative work and extensive newspaper coverage helped them develop a continuing program involving businessmen, teachers, and students.

NEWPORT

The Newport program combined bi-monthly television programs (time contributed by the local Television Cable Company and the Mayor) and general public and study committee meetings. The topics covered were:

1. Existing town formations, use of topography and site situation in early settlement patterns - open spaces and continuing development.
2. Newport as an identity, socially and physically.
3. The Yaquina Bay water shed and the multiple systems operating of nature and the man-made environment that operate in it--the fresh and salt water forces, land uses, industrial and recreation demands, and the values and qualities to be preserved including:
    a. Underlying geology-the base upon which all rests.
    b. The relief--slopes, valleys, ridges.
    c. The soil--kinds, amounts, capabilities.
    d. Vegetation patterns--pure stands of species, communities.
    e. Water patterns
    f. Climate
    g. Wildlife
    h. Unique features--cliffs, waterfalls, etc.
4. Neighborhood Relationships and Activity Patterns
5. Teenagers use of the Community
6. Community Gathering Places, Unique Places, View Points, Plant Materials.
7. Maintenance of the old and emerging forms in the communities.

Teenagers and architecture students worked particularly well together in studying their uses of the town. The teenagers' report to the townspeople was most provocative. Television has been increasingly effective as the materials were more directly related to the townspeoples' involvement with the study.

Committee reports as well as faculty studies were reviewed on television. A display at the county fair was shown in August. The committee who has worked with the Institute has been made an official committee of the city government.

INTRODUCTION
ALBANY AREA PROJECT
(Albany, Scio, Lebanon, Halsey)

The Albany project was seen as an informational center where concepts relating to our understanding of the environment could be presented. A series of weekly town meetings was held at the Albany Union High School, 1130 West Queen Avenue, room 7 from 8:00-10:00 p.m. beginning on April 3, 1968 and continuing through May 22, 1968. The meetings were conducted by Mr. R. A. Smith, Associate Professor of the University of Oregon School of Architecture and Allied Arts and Mr. D. B. Driscoll, Architect and Graduate Research Assistant with the Institute for Community Art Studies.

Individuals and groups from Albany and the surrounding communities of Corvallis, Lebanon, Scio and Halsey attended the weekly meetings where topics of special concern to their community's development were discussed.

Special sessions with the towns in the region were also held. Committees began work on analyzing the characteristics and needs of these areas. The Albany area study was most fully developed in Lebanon where the climate of citizen concern was clearly focused on these problems.

Study Schedule

April 3	Non-verbal Communication - Richard Smith, Associate Professor Architecture, University of Oregon
April 10	Community Identity - Richard Smith
April 17	Identity of a Town (Scio-Halsey) - Donald Driscoll, Research Assistant, Institute for Community Art Studies
April 24	Cultural Centers - Richard Smith
May 1	Art Centers - Gordon L. Kensler, Associate Professor Art Education, University of Oregon
May 8	Downtowns - Robert Harris, Professor Architecture, University of Oregon
May 15	Downtowns (Stayton) - Richard Smith
May 22	Reports of Area Groups - Malcolm Campbell, Assistant Professor Architecture, University of Oregon

ORIENTATION I

June K. McFee, Director
Institute for Community Art Studies

The purpose of this educational program in Oregon communities is to help develop their abilities to understand their towns, review their present developments and identify the current forces of change as a basis for making decisions about the future.

One of the clearest concepts we have about the state of our Oregon cities is that the situation is increasingly becoming more complex. Several factors contribute to this complexity. One is the impact that high-speed highways and increased travel by more people has on the structure of our towns. Where towns used to be clearly defined and were the centers of activity, they are fast becoming the places people take off from. This often means that towns that are close together are more interrelated. Often this doesn't fit with our sense of "home town" - our pride in our community. Part of our sense of community is tied to the history and unique qualities of our town compared to our neighboring towns, yet because of the increased travel, increased population mobility, changing shopping habits, overlapping needs for solving sewage, water and school problems, we have to think in terms of larger areas.

Preserving a sense of community identity - of home, satisfying the human need to belong in a place that has meaning to him is one of the critical issues as our nation grows. It is the great lack in our huge metropolitan areas. But we are quite sure that cities will continue to grow and that smaller towns and cities, when in close proximity will become more and more interdependent. It seems to me that one of our major questions, then, is: "How can we preserve community identity and still work cooperatively with neighboring towns to solve our mutual problems?" One way to do this is to study our community, look at its strengths and weaknesses as a place to live and then plan together ways to make our visual environment, the look of our community, better.

This is different from just surface beautification. It means we need to study how our community works in relation to how it looks. The reason for this is to enhance our sense of identity, our pride in living in a place because we are maintaining our unique community, its history, its attractiveness, its unique qualities as a pleasant place to live, its geographic features, its hills, rivers and plantings, etc. If we do this, our identity will remain even though we are closely tied to a larger community or area in terms of public services. We need to study what our community means to us and then look at it to see if this is what it says to us, and to those who come to our community. In this respect, there are many questions we can ask.

1. What do we have of historical value that reminds us that what we are now has been an outgrowth of what we have been before. This gives character to our town? This includes usable, historically significant and attractive older buildings and spaces such as a town square or view point.

2. What are the activities in our town that mean a great deal to the older people, to the children, the teenagers, and to the rest of us? Do we have attractive places for their activities?

3. What are the places that are designed to enable people to enjoy being in our town?

4. What have we done to our town to show how much we care about the place in which we live?

5. Do the buildings we build or preserve fit into the natural landscape so the unique quality of the land is not hidden by the man-made environment?

6. Do the things we build relate to each other so that a group of buildings compliment rather than fight each other?

7. Can we answer these questions at the same time that we must plan for change and new development?

Answering these questions requires some rethinking of some of the traditions that have grown up in our highly individualized western tradition. One such tradition is that a man's home is his castle, and hopefully we who live in Oregon can keep that tradition for a long time. We are not too crowded to have to give it up. But along with that tradition was a tendency to consider the public areas as not our concern. If we are to preserve community identity, it seems we must go beyond our own domain and work together for our shared community as well as that which is private, to a greater degree than before.

Another tradition that is strongly entrenched is that we should teach our children to read, write, and excel in mathematics, to understand their physical universe, their history, and civic responsibility. We have thought that the man-made environment would take care of itself. We do not help our children and young people learn to understand the man-made environment so that they can intelligently evaluate it.

Design is the grammar of the visual environment. Good design is what makes buildings, cities, homes and parks not only work well as we use them, but they look good to us also. Good design is what makes diverse things look well together. It is what gives us variety within the order so our cities are interesting as well as ordered. But the design must be done in relation to the way things work. It is the grammar with which we tell others what we value highly when we build schools, churches, businesses, and homes. Our towns and cities are full of symbols that tell us where we are, how we value the human activity of a place by the way we maintain it, and the kind of designs we used to express it.

Another tradition that interferes somewhat with our development of the total community relates to the first one. Not only is a man's home his castle, but his property lines are his to control. We have had to legislate controls for health and sanitary reasons. Neighborhoods and development areas set standards to keep up the economic value of an area. But we have never really come to grips with the realization that property lines and visual lines are different. It seems clear that in a democracy we all are responsible for what we contribute to our shared environment.

Along with these three traditional attitudes are the changes in construction. One problem that is clear is that much of our environment is designed in Chicago or Los Angeles by oil companies and motel chains. The buildings are not designed to fit our individual communities. So a problem for a town is how can it welcome industries yet ask them to respect the nature of our land, the quality of our environment, our unique environment.

ORIENTATION II

Richard Smith
Associate Professor Architecture

Towns can be read. That is to say, if we accustom ourselves to looking at a town in a certain way, we can become interested in the message it contains. We can read towns to learn new things or simply because it can make everyday life a little more pleasant--like reading the paper or listening to the radio or watching T.V. There is, for instance, a way to look at a town in order to find out where teenagers really spend their spare time and what use they make (or are able to make) of the town. Or, we can observe the architectural heritage left to us by previous generations and thoughtfully intended for our appreciation. Either of these subjects are "readable" and, if read correctly, will tell us something new about the place where we live.

It is also possible, however, to get a "kick" out of simply being aware that the red in a stop light is particularly vivid on a cloudy day or that the yellow bands painted on some curbs are among the most intense yellows to be found off the feathers of birds.

When we become tourists, we often read towns. Unfortunately, however, as tourists we are apt to read what others have intended for us to read--like the Grand Canyon or the Eiffel Tower. This is a little like reading propaganda or reciting carefully memorized poems. We travel to places expecting to find something new or interesting, but we often only confirm what we already have been told--(like what is worth looking at). Tourists, though, are usually curious and seek out things which can be described to others. They are "turned on"--a little different than in everyday life, more sensitive to what is around and to how it looks. Or perhaps it would be more accurate to say that what a tourist does is to "turn on" the world every once in a while much as one turns on the radio or T. V. By this conscious act, he is ready to receive. He becomes sensitive to the landscape and buildings and activities which are suddenly new to him. His camera is ever ready to record these newfound impressions, though too often, in the rush to prove to others the reality of his travels, the camera becomes a substitute for seeing. When the tourist gets back home, he turns off, and that's too bad.

The town, any town,is a profound work, rich and complicated, diverse and growing, violent and, in some part, dying. A town, if understood for what it is, can be every bit as interesting as a book. The way to understand a book is to, first of all, read it. We read, in our daily lives, almost compulsively. The printed word is all around us, inescapable, and holding forth the promise that, if read, something new will be learned. We read books of all kinds and commonly discuss them at length with friends. Literary criticism appears regularly in magazines and the Sunday supplements. There are courses at all educational levels in reading the printed word, writing it, and the study of literatures. At the same time, we seem strangely illiterate with respect to what our towns are like and what it takes to understand or enjoy them.

The fact that some kind of concern for the built environment is not taught in the public schools, that there is virtually no criticism in the press of buildings or the spaces between them, may not be irrelevant here. All of this may help to explain the profound disinterest with which most people regard what is built about them. In this sense, even those groups dedicated to the preservation of good buildings, clean air, small signs and the like tend to thrive in crisis situations which call out for immediate action. Between environmental crises, the will to understand what is, seems less urgent.

The everyday closeness of the place where we live may obscure its readability. We are apt to take streets and buildings, traffic lights, parking lots and sign boards, neon tubing, well-designed churches and houses, and mediocre this and that for granted, not seriously, not looking twice, assuming that our lives can be neither better nor worse for them.

One view has it that Americans don't know how to build towns or cities to live in. We are said to have built cities first in order to make money. Once the fortune was made, those who could, it is said, left for the house in the country (or to the suburbs) fleeing a city which was never understood or valued as a place. That is an interesting thought which, if we may believe it, begins to explain all kinds of things from the aforementioned apathy to urban riots (initiated by those who have not been able to get out).

If cities require understanding for either learning about them or enjoying them, and if reading is the key to understanding, how do we begin learning to read the city? A town, in a sense,contains an infinite number of messages, imbedded in the things we build. Some of these messages are apparent such as the fronts of stores which communicate contents or use even though we may not see the verbal label (store name). Some messages, on the other hand, are more obscure such as the very interesting relationship existing between the kinds of buildings and the kinds of people that are usually associated. It would be helpful if there was a kind of Town Study Guide to facilitate looking at the urban environment. There are field guides for the study of birds and rocks and trees and any number of other potentially interesting things. A stamp album is a guide which is intended to develop an awareness of the importance of postage. A Town Study Guide suggests ways in which almost anyone could become better informed with respect to what the town is. It would guide rather than direct--provide a general framework within which people could learn to read the place where they live and be able to describe it accordingly.

Each town is unique and different people have different interests and skills, amounts of spare time, etc. It would take work and imagination to begin to develop a table of contents for the guide and the help of people with experience in the field of environmental design might be useful.

Everyone describes a place differently. There are images of towns, affected by such things as where the describer lives and his neighbors, the route to work or school in the morning, age, whether he drives a car or not, or whether he does or does not have a job. Some groups such as the Chamber of Commerce have other views of a town and work to make the image a reality. We cannot help but be influenced by our own use of the city and by whatever clear images, illusory or not, do exist (such as the popular history of a place). It is, however, well to study a town in such a way that we do not carry over outdated or unrealistic notions as to what the town is--unless that is clearly our intention.

Descriptions of a place are useful for a number of reasons. First of all, we have to look closely at whatever we're describing in order to be able to describe it faithfully. The very act of describing, therefore, compels us to look more carefully at the place. It is a reason to care about the town--an excuse to take it seriously. It is also habit forming and the unconscious act of looking carefully at anything can be at least as pleasant as, say, doodling or reading the back of a box of cereal at breakfast.

What about a place is worth studying? The Town Study Guide's principal purpose should be to outline some of these topics and to suggest methods for study. A town can be described in terms of its change through the years. This is something we may have a fuzzy notion about but which we can make more clear. This can be studied by making a search for any and all maps of the city. Maps of a town (or many towns or cities) can be collected with the same enthusiasm with which one collects stamps or rare glass. Some of these might be available at the city library, or from a local historical society or from the private collection of one of the older citizens. Newspaper files also are a good source of historical information. Some amount of detective work may be necessary to make such a collection. Each copy could be xeroxed and presented in some way or used as the basis for a round-table discussion or T.V. show with guests including some of the older residents and teachers from the history department of a nearby university.

Others with more timely interests perhaps might wish to pursue a topic which attempted to get at the relationship between, say, teenagers and the town. Here, an inventory or description of the places where teenagers spend their time, would be revealing. We might ask the question, for instance, what kind of places have been built for the young people of the community? There could be a photographic contest held open to all teenagers with the subject "My favorite place", or "How we use the town." An exhibition could be held followed by a discussion between parents, contest participants, and members of the planning commission.

A fifth grade class could draw maps of their city on huge sheets of paper putting in everything they could think of to represent things that they know about the town. Some of this could be drawn, some of it cut and pasted from magazines. The maps could take a long time in the making and be discussed at length with the teacher who could relate other subjects being studied to the design of the cities. The maps could then be placed in barbershop windows or bank lobbies in the town.

Similarly, maps of supermarket parking lots could be drawn, in which students were asked to imagine and indicate all kinds of unusual but suitable activities occurring, like chain saw sculpture demonstrations, outdoor community barbeques, public rummage sales, political debates, charity car washes, etc. This would at once get young people thinking about their town in a constructive and creative way.

Such ways of studying home towns could be suggested in the Town Study Guide though not, perhaps, in such detail. Hopefully, the sense of the Guide would work to trigger individual initiative, suggest possible avenues of study and indicate ways to accomplish certain kinds of understanding in particular towns. Certainly, teachers, ministers, boy scout leaders, and those who take special pride in their town are in positions of influence and carry a considerable share of the burden for developing an awareness of the importance of what has been built. The Guide could help them help others.

When we really tune in the environment--take it seriously, not for granted or as something either to keep the way it was or to change, we may be able to recognize emerging conditions which, unrecognized or ignored, lead directly to martial law in cities, muggings in elevator shafts and behind "keep off the grass" signs, and a mass exodus of youth, not only from the towns which they never quite understood, but from society and the family as well. Perhaps it is time to begin.

BACKGROUND OF THE STUDY

Central Willamette Valley
Albany, Lebanon, Scio, Halsey

This portion of the project was directed toward understanding the particular environmental problems of each community with special emphasis on the relationship of the physical structure to the activity characteristics of each. This study was undertaken by Mr. Driscoll and concentrated on the communities surrounding Albany, where the central weekly meetings were being conducted by Mr. Smith.

Scio-Halsey Comparative Study Scio and Halsey were the first two communities investigated. Each had approximately the same population, (450), although their physical and operational characteristics differed greatly.

Scio is located at the eastern edge of the valley and was an early wagon era community first settled in 1848. It began with the construction of a grist mill at the intersection of the old Oregon Territorial Road and Thomas Creek on the donation land claim of Mr. McKinney. It became, and still is, the central service facility for the surrounding farm community. Its original structure was continually reinforced throughout its history enabling it to accumulate a strong physical and social structure which allows it to maintain itself, although pressured by severe negative external forces.

Halsey, however, is an early railroad community established in 1878 in the center of the Willamette Valley by Ben Holladay, an early railroad developer. It, like Scio, is a central service facility for a farming community but, unlike Scio, has undergone changes to its physical structure which has weakened its ability to respond to even positive forces.

Halsey's downtown was originally parallel and adjacent to the railroad tracks. Later U.S. Highway 99 came through town one block away and caused the businesses originally located near the railroad to relocate in a dispersed linear pattern along the highway, weakening the downtown structure. Recently Interstate Freeway 5 has located two miles east of Halsey relieving most of the traffic on the old highway and causing a shift in its north-south organization to an east-west development along Highway 228 at the north boundary of the town. Also a large industrial paper plant has recently located west of town on Highway 228 reinforcing this new east-west development.

Halsey has undergone several shifts, each of which has weakened its physical and social structure to the extent that it now cannot organize itself to take advantage of its new industrial base. Unlike Scio, which lost its industrial base, Halsey has dispersed its facilities to the point where there is hardly a discernable community organization. Even its new high school was allowed to locate out of town, again, along Highway 228, between Halsey and the freeway. It has never provided water or sewer service to its residents, thereby inhibiting its growth.

Scio's development has been one of continual reinforcement. Water and sewer service is not only provided to its residents but is also extended to the surrounding area as well. Its schools are all located within the community, thereby reinforcing the community as an educational center as well as a commercial center.

Although similar in size, each community is seen as almost exact opposites in community structure. One has the advantage of a new industrial base,although weak in its physical and social structure; while the other is strong in its community structure, although having lost its industrial base.

The specific problems of each community were analyzed and recommendations presented for improving those environmental conditions which were considered undesirable and detracted from the identity of each community as a special place. A series of slides were taken of each community to show the effects of distribution on the activity structure and viability of a place given a specific number of elements and activities. Their interaction potential and intensity will directly depend on their distribution within the community. Emphasis was placed on the concept of reinforcement. Reinforcement, as it is used here, means each new element added to the community should be so located that it will support the desired existing structure, thereby increasing that element's role in the community beyond its individual concerns. It may actually be a means of uniting various aspects of the community. This concept, that elements are more than individual things and can contribute to the characteristics of the next larger realm of which they are a part, is one of the most important ideas introduced.

For small communities reinforcement is essential to their existence. When the limited number of elements in a small community interact and reinforce themselves the viability and sense of community is increased, giving that community an appearance of vitality essential to small places. When elements are allowed to locate in a dispersed pattern throughout the community based on individual criteria only, the community generally declines.

It can be seen that individual choices of location made in references to the whole community has the advantage of increasing the potential activity range of the community and thereby increasing the individual potentials as well.

The Lebanon Study One of the most active and attentive groups attending the Albany meetings were the people from Lebanon. They were vitally interested in the concepts presented and were anxious to begin using that information in some productive way to improve their community.

Mr. Driscoll was asked to make a series of presentations at several public meetings within the community. These were so successful that he was asked to help organize a local community study group. This group was originally organized as a subcommittee of the Lebanon Chamber of Commerce Civic Development Committee in January, 1968.

During the year a study of the Lebanon community was begun by Mr. Driscoll as a program of professional assistance designed to enable the residents of Lebanon to realize a greater potential for their community. The study concentrated on four major areas.

1. Community Study. The community study was an overall survey analyzing the physical and activity characteristics of the community as well as those features contributing to its identity as a special place. The emerging patterns of growth and development were examined to help direct the community toward those potentials which offered the most opportunities for all its citizens.

2. Community Action Coordination. While the community study was being conducted, professional assistance was also provided in establishing and organizing a community action group for the betterment of Lebanon. Specific projects were identified from the community study which could be undertaken by various individuals or groups within the community. Some of the specific areas of concern to the group included:

A. A General clean-up, paint-up campaign. This was a project which could get people involved quickly and show immediate results.
B. City entrance signs.
C. Street trees.
D. Public uses of the canals.
E. Improvement of the "Y" area.
F. River use potentials.
G. Restoration and improvement of the Jr. High Historical marker.
H. Street names and signs.
I. Downtown renewal.
J. Park Development.
K. Historical recording.
L. Strawberry Festival display.

3. Student Involvement. During the community Action Coordination and the Albany presentations a group of Lebanon high school students became interested in the community improvement projects. They attended several of the meetings and selected a study project to inquire into the ownership of downtown buildings. They made a map of the downtown, indicating buildings owned by the occupants, buildings owned by local residents and buildings owned by out-of-town landlords. The purpose of this study was to determine if the ownership pattern and upkeep characteristics of the buildings were related.

After completion of the downtown building survey, they decided to organize a community improvement committee called "We Care". The first project selected was repainting of the canal bridges. Here the students experienced their first contact with bureaucratic red tape. The bridges over the canal are owned by the city who would be liable if someone was injured while painting. To avoid trouble the city fathers refused to issue a means of employment for students interested in painting the bridges.

Undaunted, the students decided to select downtown buildings in need of repainting. They asked the owners if they would consent to wavers of liability and allow them to paint their building free of charge. One building was selected, an ornately trimed building on Sherman Street and on Thursday, September 5, 1968, the students had a "paint-in".

The selected colors were consistent with the proposed color theme for the downtown, a golden brown background with Georgian white trim. The purpose of the color theme is to intensify the identity of the downtown and provide a fresh new image for the community. Building details which have been painted out with the background colors are to be repainted with trim and detail painted in another color to intensify the characteristics of the building and restore a sense of liveliness and vitality to the downtown.

The two previous areas of study were begun in January 1968 and continued through May, 1968 at which time the central weekly meetings in Albany were terminated. At this time interest in the downtown renewal study had progressed to the stage where it was of primary concern. Mr. Driscoll was asked to make a specific study of the commercial areas of the community with special emphasis on the downtown core area. This study began in June 1968 and was completed in September 1968.

4. Commercial Centers. The organizational characteristics of Lebanon's commercial centers were examined in detail to determine the effect of each in the community pattern. The particular role which each center fulfilled was analyzed so the function which it could best serve could be intensified and improved.

There were three primary commercial centers within the community, each located on Highway 20, forming a linear chain of commercial establishments through the community. The commercial centers were divided into three distinct districts identifiable by their physical and operational characteristics:

1. The central business district.
2. The strip commercial district.
3. The shopping center district.

This study will lead to plans designed to improve conditions for economic growth of the various businesses while clarifying the identity, accessibility and function of each area within the community.

Following the commercial center studies, a separate study focused on the central business district. This study began in September, 1968 and was completed in January, 1969.

Downtown Development Study The purpose of the downtown development study was to identify the various commercial activity zones and emerging changes occuring within this district. Four major areas were identified by their physical and operational characteristics for specific analysis:

1. Main Street area.
2. Park Street area.
3. Second Street area.
4. "Y" area.

The four areas were analyzed to determine the role each could best and most conveniently fulfill. A preliminary planning guide was then prepared containing general recommendations for the future development of each area and the downtown as a whole.

The future function of Main Street as a through traffic arterial or pedestrian precinct is the determining factor in the future development of the downtown. A staged development plan was recommended which would allow the downtown development to progress to any stage desired while allowing extension to the next stage as changing conditions would permit. The recommendations, as presented, are now being acted upon by various community action groups and coordinated by the "We Care" committee.

In January, 1969 the Community Action group joined the "We Care" committee of Lebanon. This is now a separate group from the Chamber of Commerce Civic Development Committee. Its purpose is to act as a steering committee, developing and presenting various community projects which can then be selected for implimentation by various groups like the Civic Development Committee or various service organizations throughout the community.

In April, 1969, the High School and Jr. High teachers showed interest in the "We Care" committee programs and requested a course in "Environmental Design for Education" being taught by Dr. June McFee, Director of the Institute for Community Art Studies. The course is being conducted by Dr. McFee and Mr. Driscoll and involves a coordinated study effort between professionals, teachers and students directed toward understanding the environmental conditions of the community. A developing "Handbook for Community Study" being prepared by Dr. McFee and Mr. Driscoll is being used by the group. Its use, while in this preliminary stage, will allow any weakness of organization and clarity to be corrected during the study, thereby providing a test of its application and use before printing.

The subject of the book is primarily concerned with the quality of the physical environment and its appropriateness to the uses and activities of the people living there. It introduces the reader to concepts about city structure and growth and presents guidelines for using these concepts in the study of specific places. Our purpose is to help individuals and groups understand the physical structure and development of their community and to identify the current forces of change. Our goal is the preservation and development of each community as a special place while being responsive to its changing needs and conditions. It is hoped this information will provide a basis for making more knowledgeable decisions about the future development of their community.

WORK SHEETS FOR COMMITTEES

Albany Area Study: Albany, Scio, Halsey, Lebanon

List of Suggested Topics for Town Study

1. Identity What makes the towns in the Albany area different from the thousands of other towns like them? How does their unique character affect everyday life? How does it appear to the visitor or tourist? How will Albany's young people describe it to friends when they've left home? Is its identity, whatever it may be, recognized by a cross section of citizens?

2. Housing Where do people live? What are the different types of dwellings people call home? Where are they? What can we tell about a way of life by looking at houses? How can we preserve individuality in housing when rising costs increase standardization?

3. Neighborhood What is the difference between a collection of houses and neighborhood? Where are neighborhoods clearly identified anywhere in Albany, in Scio, in Halsey, in Lebanon? How can you tell one type of neighborhood from another? What are the marks of a "good" neighborhood?

4. Action Centers What and where are the formal action centers in Albany? (golf course, airport, playgrounds, fairground, etc.) What and where are the informal action centers in town? (Payless drugstore downtown, the T-R demolition derby, street play, etc.) What is their contribution to the total identity of the town?

5. Public Places What are the congregating places of teenagers, older-secure persons, older-indigent persons, transient workers, tourists, etc? Do certain groups of people use only certain parts of the town? Who uses what? Do they ever come together? Where? For what reasons? Do the places fit the kinds of activities that go on in them?

6. New Uses of Old Places A town is constantly evolving new forms and activities. Supermarket parking lots are becoming outdoor market places and centers of political electioneering and oratory, abandoned air strips have been developed as hot-rod drag strips and high school art is commonly displayed in the windows of vacant storefronts. Some of the most vital activities of a town exist in makeshift surroundings until they either die a natural death or until their real importance is recognized. Where are such activities going on in these communities?

7. Obsolescence, Renewal and Patina We are all aware of the necessity to repaint, refurbish, rebuild or renew objects that we use in order to satisfy functional or aesthetic requirements. It may not be quite as obvious, but many things become better in time. Some buildings, for instance, pass through periods in which they go unnoticed and into a time when they are appreciated. Similarly, cities can undergo the "growing pains" brought about by industrial expansion, social change, etc. and enter a time of mature viability. Can we identify these phases of change going on in our towns?

8. Education for Environmental Awareness Understanding must preceed action in dealing with environmental crises. Where and how do we develop an awareness of what is all around us? What are the concepts that help direct our awarenesses? What questions do we need to help children and adolescents ask about their environment?

9. Non-verbal Communication The majority of information we need to run our daily lives is taken in non-verbally. This unspoken language is exceedingly rich, ranging from yellow curb stripes, and window displays along the sidewalk to furrowed brows and smiles between people. What do these towns communicate about themselves and the people who live here?

Study on Non-Verbal Communications

Lighthousekeeper

1. One who keeps a lighthouse.
2. One who keeps a light (not heavy) house.
3. One who keeps a light (not dark) house.
4. A light (not heavy) housekeeper.
5. A light (not dark) housekeeper.
6. A light housekeeper (only dusts).

Meaning of "lighthousekeeper" not clear. Frequently, verbal language ambiguous. Can clarify with nonverbal communication.

Communication Functions:

1. Transmission.
2. Reception (perception)
3. Evaluation.
4. Feedback (maybe)...and repeat.

Feedback: New or additional information which alters original communication transmission.

All communications, verbal and non-verbal, have these functions.

Perception Psychology: Deals with how we are able to receive and send non-verbal messages and what kind they are.

Examples: Relative size of objects; interposition of objects (one in front of another); linear perspective (converging or diverging lines); texture; light and dark; movement in space.

Codification: All communication forms may be codified (classified):

1. Digital (letters, words, Morse Code, SAE, numbers, etc.) verbal.
2. Analogic (scale maps, model airplanes, drawings,) non-verbal.

Schools mostly concerned with digital codification. Result - lack of developed skills in non-verbal communication.

Varieties of non-verbal communication: drawing, pictograph, ideograph. Meanings of drawings, pictographs, ideographs remains fairly constant and unaffected by culture, dialect, etc.

Comic strips often contain combination of digital and analogic codification. Art and painting mostly analogic. Dance, pantomine, acting, movies, architecture rely almost entirely upon analogic communication processes.

Analogic communication preceded digital communication by 1,000,000 years, but not until 10th century was serious concern given to non-verbal communication. Daguerre invented photography 1839. Prior to this, little or no recording of the real world. Only for a brief time during the renaissance, and in oriental urban landscape painting, did man care about recording everyday events, with accuracy. Absolutely necessary to the understanding of non-verbal communication.

Difficult to photograph what is, even today.

Brady--Civil War, photographed the dead. Robert Capa--World War II, photographed the instant of death. Walker Evans, depression years. Bresson, life.

Movies extend possibilities of observing and recording actual conditions, but are still controlled by director and actors. Documentaries are little better. T.V. has great potential...Kennedy funeral... killing of Oswald.

Forms of non-verbal communication. Action signals of Greek Roman; talking drums of African native; American Indian. No way of communicating with other tribes and nations except through smoke signals, Boy Scouts adapted. International traffic signs.

Human forms of non-verbal communication. Response: Reflex-like movements, gritting teeth in rage, contracting body in cold, expansion in heat, boredom, interest, discovery. Feelings become linked with expressive movements and become involuntary.

Gestures: Over 700,000 individual repertoire. a. Illustrate (big object); b. Indicate location (over there); c. Explain (hitchhiker); d. Interrupt. Vary from culture to culture. In Japan "come here" is like waving goodbye..can get into trouble. Almost impossible to separate from verbal communication.

Organic condition: Glandular (secretions), vascular (carries bodily fluids), intestinal manifestations, sweating, blushing, belching, clearing throat. At times difficult to control communication. Examples of force of organic communication...spitting on Nixon.

Object trace (trace that action leaves): Indian signal fires left ashes, ship's wake, airplane contrails, cigarette butts, odors, clothing wear and tear, writing on desks, finger prints.

Occupational trace: Banjo player's calloused hands different from farmer's...fighter pilot's bad front teeth..."pig-boat" sailor's smell, ballet dancer's uncommon strength in all muscles, millworker's missing fingers.

Posture: Soldier's erectness, drunk's non-erectness...probably stems from the time when size was a measure of a man's worth in the field of combat...today different...one day it may be customary for the soldier to slouch and identify himself through certain stylized movements of stealth and crouching; movements of the drunk are apparent to even small children; dancers have good posture and bearing.

Body and appearance: Facial expression (smile), basis of initial judgement which makes necessary the statement.."beauty is only skin deep." Clothing very carefully controlled with respect to the intended message transmission...studied precision with which the art student trims or does not trim his beard or laces sandals. Similar time that the student in the fraternity or sorority occupies in grooming. Hairstyle and glasses other communication devices.

Individual identity: Physical appearance, movement, speech pattern, age, sex, race, class, emotional state, background, personal habits. Assessment of total appearance leads to basic distinctions. We can tell the child from the midget or the dwarf; businessman from the teacher; business secretary on campus from a coed. Identity and character is combination of characteristics.

Occupational identity: Uniforms--nurse, headwaiter, gas station man can be recognized even out of context; tools of carpenter or musician; vehicle of fisherman; equipment of welder or university student. Sometimes a variety of clues indicate occupation.

Social identity: Two person groups...friends, acquaintances, lovers, enemies and many subtleties for which there are no words; larger groups...class status of individual in groups or service situations.

People are good at reading other people.

Information which is basic to life is, more often than not, non-verbal.

Non-verbal communication is basic to appreciation of and ability to make architecture.

Questions for High School Students

Does the town have enough places for teenagers to gather?

What kinds of places do you gather now? Is this all teenagers?

Are there different kinds of places different groups gather?

What are the differences between these groups?

If teenagers had more choices, what kinds of places would they create?

How would they change existing places?

In what community activities would teenagers want to become more involved?

What happens to teenage places when tourists come?

If you were going to live permanently in your city, where would you want to live? Why?

How would you describe your city to an out-of-town friend? What would they find interesting? What could they do?

What part of your town looks best to you?

What is there about it that makes you like it?

VALLEY TOWNS

Richard Smith
Associate Professor of Architecture

First, a little should be said about what prompted the project in Albany. To be sure there are crises in the environment; air pollution, crime and so forth, but perhaps more important is the fact that there seems to be a crisis in understanding the environment. I think that there is quite an important distinction between these two things. The approach we took at Albany was to talk to the people in the town, discussing problems concerned with awareness of the environment. Here we were operating at a very beginning level. We didn't expect any action to come from what we did. Rather, we wanted to talk to people there about the environment. We did this with the knowledge that people have some difficulty in being able to read the environment. There is a kind of environmental illiteracy. Concern for the environment is not taught in the public schools. There is extremely little criticism in the newspaper about what is built. It is not a common subject of conversation. We know how to look at movies; we know how to read books; but we really haven't been trained to look at towns and regard them seriously. I have suspected this for some time and don't suppose it is unique.

Last year I came across something that confirmed my position that we really don't know how to look at the world. One of the graduate students in our program, whose wife happened to teach a fifth grade class conducted an experiment. She asked her fifth graders to take a piece of paper 20 by 30 and a book of crayons and make an imaginary city, locating things that had to be in this city. About 30 of her people did that and about 30 first year architecture students did the same. I thought that would be an interesting thing to do so we could point out the differences between the two. There was no difference. We tried from a number of standpoints to find things different, the use of color, the number of things portrayed, the shape of the city, there seemed to be no basis for comparison. From that, I think, it is possible to conclude that the image of the city, the image of what exists, your ability to read what is around you, doesn't change. I would have guessed that some awareness of urban complexity, of hierarchy of importance would come through, but it did not. It seemed that if we were to go to Albany and talk about this kind of problem, talk about the problems in reading the environment, that it would be a fruitful thing to do.

Basically, I think there are two reasons for becoming cognizant about the environment, for being able to read it, relate to it, notice it, look twice at things. One is that it is terribly important to develop an awareness of the environment. You have to become aware of something before you can become concerned about it, and in order to do anything you have to be concerned. Once you do, things change and you have to do whatever is demanded, and once more we have to be concerned. The way we pick up, register and evaluate what is happening around us is critical in the whole development of the environment.

The first thing I was curious about was to what extent it would be possible to talk about the environment so that people might come to enjoy it more. It seems to me that the world is not going to come to an end if we have no music, and it isn't going to come to an end if we have an unsatisfactory environment, but there would be an important difference in our lives. If we could not be aware of music in some measure, our lives would not be as rich as they are now. This is the problem with visual environment. Many of us are turned off; we don't know how to tune in to what is built.

We went to Albany and faced the question of how we were going to do it. This was a real problem. You can talk about music in any number of ways and criticize it, you can talk about the plastic arts, you can talk about television in a number of ways. Where do you start talking about the environment? If you spent much time practicing watching the environment, I think it wouldn't be a problem; but if you have never thought about it before, it is a stark problem. We talked to people in Albany in hopes that some issues would evolve that we could talk about and one of the things we talked about was the notion of non-verbal communication which is very basic to the whole idea of being able to respond to what we see. We talked about the fact that anthropologists tell us that the adult of our species spends about 13 to 16 minutes a week engaged in verbal communication. That leaves a big chunk of communication that is non-verbal. The 16 min. goes up just before the divorce and then drops quickly. Actually, an average of 5 minutes or so per week is necessary verbal communication.

We also talked about housing and here we tried to present material that would tend to get people to look at housing in a little different way; for instance, how it is that your house communicates something about you; how it is that the way we dress tells something about us; how I can look at this group and know a considerable amount about you. Houses do the same thing in a very interesting way. People do things to buildings in order to communicate information. It is just like putting a campaign sticker on your car bumper. There was a discussion about neighborhoods and how it is that you can recognize that a group of houses can become neighborhoods. A method here was to compare neighborhoods as we recognized them in Albany with neighborhoods in Japan, where there are highly definite physical boundaries, politically autonomous, where everyone does know everyone else. This was a reminder of some of the characteristics of our neighborhoods.

Professor Harris, from our school ,talked about downtowns, which seems to be a problem for small towns and how much they say about the place. I remember a discussion one night concerning the fact you could walk into the downtown of many towns and receive no clue as to what that town was. Mr. Harris gave the example of a town called Pendleton. Pendleton has a reputation all over the world for being a producer of a particular item Pendleton values, and it is not communicated at all in the downtown area.

We talked about cultural facilities; how it is that the whole notion of cultural facilities is a vague one and perhaps a changing one. We have a big C and a little c culture anymore. A cultural center can be a museum or a super-market where some local residents are making some chain-saw sculpture and attracting crowds and bringing some kind of vitality to that place.

We talked a great deal about the relationship between the physical environment and the alienation of young people. A term sort of crept out of my first term architecture class of "kid architecture" and that is A & W Root Beer stands and demolition derbys. Kid architecture is junk architecture. Anything left over by way of resources or materials or planning, the kids get. The adult buildings get the real stuff.

We tried to find topics that would come to grips with how, by looking at the environment, we could find out more about, perhaps not making Albany a more beautiful place, but a more interesting place. Someone said that is what art is; to take a commonplace thing and somehow make it interesting. I prefer interesting places to beautiful places.

The weekly meetings were the major vehicle for the sessions; for getting at this problem and there were several different ways that we, in the University,made contact with people in the community. There are different ways that we tried. The meetings themselves were a direct confrontation between people at the University with people of the community. There were classes at the University of students who went to towns like Albany and did field or project work connected with the place and reported back in the meetings. There were some fruitful exchanges between ourselves and the people in education in Albany, which was important because the things we dealt with should have been dealt with in the 3rd and 4th grade. I think it is important that people in art education within communities be aware of the lack of awareness of the environment of most people.

ALBANY REPORT

Gary Holloway
Linn County Planner

The image of Albany has been tarnished by the type of industry that has come into the community in the past twenty years. Originally it was a small agriculturally oriented farm center town, one of the oldest. It began as a strategic river port as well as a farm center. Retired farmers from all over the Willamette Valley came to settle in fine old houses on tree-lined streets. With the advent of the 1950's and the early 1960's, Albany turned into a growing industrial center. Recent statistics indicate that it is the fastest growing city in the state of Oregon. Since 1960 Albany has added approximately 700 to 800 new residents each year. The city has just reached 18,000 people and the projections for growth are somewhat unlimited and unparalleled. When the freeway was located adjacent to the major offender of air and water pollution in the state, the image of the city was tarnished.

Perhaps this scares people from penetrating the city. Once you get into Albany it doesn't look different from any other city. We have the remnants of a once strong and healthy downtown, now a less vital part of Albany because less action is there. The teenagers and oldsters have no place to go to congregate downtown. They go down to the strip to get their hamburger and malt and sit in the vacant lot at night and watch the rest of the town go by. This is where the action is in Albany.

The lack of identity causes many of the young people to leave. This is a chronic problem in cities, perhaps, as large as Albany. The transition from the farm retirement center is being engulfed by recent industrial development, particularly in metals processing. Food processing is very much related to local resources, but the metals that are processed in Albany are not found on this continent. They are not found in the Western Hemisphere, but are brought from overseas and are processed in Albany to be shipped all over the world. Albany happened to have a necessary technical brain pool available at the time these industries were looking for a location.

This had a bearing on what the Institute for Community Art Studies tried to do in the community in the study. Being a small and growing industrial city, Albany is filled with newcomers; people who have not found a sense of identity. They have not been able to sit down and say that Albany is here today and is going to be so much farther down the road tomorrow.

Albany is a community of people who are independent in their actions and their thinking. They move and act in associations and clubs, all moving independently of one another. Sometimes there is little evidence of direction or aim coming out of the independence. There are many organizations such as a very active Chamber of Commerce in the city and the community, but these are made up of a particular segment of the population. There have been repeated, unsuccessful attempts to get some kind of interest in a continuing art center or cultural center. A proposal for a large auditorium was defeated very soundly because of a lack of awareness of the need for a large meeting hall in the city.

The rapid transition has left the people who were born and raised in Albany as well as the newcomers with a lack of sense of identity or feeling of belonging to a place or community that is a vital and growing place.

Some things that were mentioned concerning the Bend study apply to Albany. Access to the river is nearly impossible with the exception of one city park. Most of the land has been bought up by private developers for their own interest, and not for the interest of the community.

Freeway improvements have also put Albany at a disadvantage. One can get to Portland within an hour to shop in major centers; Salem in a matter of twenty-five minutes; Corvallis ten minutes. For cultural activities people can go to Oregon State University within 10 or 15 minutes. For political activities one can go to Salem and for commercial endeavors, Portland. Albany remains the industrial center for the valley, but does not have a full spectrum of activities as a city. It is not an important regional center such as Bend or Pendleton because of their isolation and the importance of their location. The community is bisected on all sides by rail lines and everybody lives on the wrong side of the tracks.

In closing I would like to briefly comment on the activity in Lebanon and certainly capitalize on it. It seems that the time was certainly right for this type of study to be done in Lebanon. It is a city of a little over 6,000 which is about one-third the size of Albany, but it is a city that has an interest in doing something with its potential. Lebanon has an identity. It is a community that is interested, that is bothered, that is concerned. It is all a part of the community attitude that was right; that was receptive at the time this study began. Unfortunately, the time was rather anti-climatical in Albany for this sort of study because it followed a different kind of community action program and the factors that contributed to a lack of community cohesion and concern. However, the people who participated were active. In neighboring communities there has been continued interest.

SUMMARY REPORT
ALBANY AREA PROJECT

Richard A. Smith
Associate Professor of Architecture

Evening meetings were held weekly for about 2 hours. Participants included townspeople from Albany, Lebanon, Scio, Sweet Home and other local communities. Occupations and interests of those who attended were somewhat varied, though most seemed to attend meetings of one sort or another habitually. On the whole, attendance was good, though on two occasions there was a conflict with city council meetings.

The Albany sessions sought to direct attention toward "understanding" the environment (rather than improving it through beautification projects, planning, etc.) Many found it difficult to separate a concern for the built environment as it is from what it should be. There seemed to be a marked impatience with explanations of environmental conditions which attempted to get at just what made "good" or "bad" places. The general attitude seemed to be that the things that were right and wrong with a community were quite clear and that with a little initiative, money and good taste, environmental problems could be solved. This lack of interest seemed particularly acute when examples cited in discussions were not taken directly from the local town.

In short, townspeople most active during the meetings wanted to make immediate improvements in their towns. Shopping malls, more and better parking, neater and cleaner streets, more tasteful signs, the protection of property values, "up-to-date-ness," community heritage, tourism, Cultural facilities (with a large "C") and prosperous downtowns were among the most easily discussed issues.

When discussions diverged from the immediate concerns and experience of meeting-goers to more general matters, it became more difficult to sustain common interest. At this point methods of teaching tended to conflict with methods of pursuing intensive group discussion. This occurred from time to time as it was felt necessary to place local problems in a spatial or time context in order to approach a better understanding of certain problems.

Though the above did constitute a difficulty, many townspeople remarked that they had come to better understand their cities by having their downtowns compared with shopping streets in Switzerland and Japan. Color transparencies were of great value both in explaining environmental circumstances and in eliciting response from the townspeople. Several topics were introduced at the meetings. These included nonverbal communication, the neighborhood, downtowns, looking at cities, and cultural centers.

Each evening a prepared address by a University of Oregon faculty member was followed by general discussion. On several occasions, two or more discussion groups were formed after the initial faculty talk. Special topics included the Lebanon Strawberry Fair exhibits and documentation methods for recording historically important buildings.

If a similar series were repeated, it might be worthwhile to consider the following:

1. Restricting participation to one community. Meetings were held in Albany but most active participants were from Lebanon. This caused friction and necessarily made it awkward in citing local examples. The rivalry caused one town or another to feel short changed. This competition seemed aggravated by recent political bitterness between the two towns.

2. Insure more diversity among meeting-goers. Old people, young, wealthy and poor, students, salesmen, millworkers, etc., together, could go a long way toward promoting an understanding of a town to each other.

3. As an alternative method, address a different "group" each week. Kiwanis, school assembly, T.V. broadcast, P.T.A., Sunday School, camera club, etc.

LEBANON LOCAL DEVELOPMENT COMMITTEE REPORT

Introduction

Early in the Chamber's year, in February, 1968, one of the objectives in this sub-committee's list of goals was to investigate the possibility of attending a series of meetings in Albany conducted by the Institute for Community Art Studies to develop an environmental study for communities. The purpose was to enable citizens of the participating communities to become more aware of their environment, to see their town assets and liabilities more clearly, and to receive help in taking steps to better the situation in the face of rapid changes taking place all about.

The course possibilities turned out to be unlimited. Although the course ended in May, activities generated are still growing and multiplying. In fact, the wide scope of these activities shows that a link is needed to join committee plans and resources, with other individuals and organizations who engage in community betterment. Hence, the committee is currently exploring the ways of becoming a part of a Lebanon-wide Community Action or Coordinating Council while still remaining a sub-committee of the Chamber of Commerce.

ACTIVITIES (March through early June)

1. Meetings in Albany attended by committee.
2. Driscoll presentations. The committee arranged for Donald Driscoll, Eugene architect and staff member of the Institute for Community Art Studies to make several presentations in Lebanon concerning town problems in general and some of Lebanon's in particular.
3. Possibility of University of Oregon class help. Mr. Driscoll explained the possibility of having classes from the School of Architecture survey Lebanon and make recommendations resulting from their studies. The Chamber of Commerce voted to request this help and to cooperate with the University of Oregon in carrying out this plan.
4. Strawberry Festival exhibit. The committee planned and set up a display during the Strawberry Festival. Invaluable advice and help was received from an architect who was a former resident of Lebanon and others who furnished display material and manpower, as well as Mr. Driscoll, who obtained photographs of the Newport projects.

INDEX OF OUTCOME ACTIVITIES (Late June through Sept. 18, 1968)

1. Copy of the planning proposal upon which Mr. Driscoll is presently working, and which will be completed in the fall.
2. Civic improvement topics which is the first stage of Mr. Driscoll's planning proposal.
3. What is being done about the civic improvement topics suggested by Mr. Driscoll.
4. Areas of concern selected by Lebanon citizens, next step mentioned in Mr. Driscoll's planning proposal.
5. What is being done about the areas selected.
6. Color scheme for downtown Lebanon by Mr. Driscoll. This is a part of his planning proposal report. Samples of color scheme and directions for mixing paint to follow.
7. Actions to be taken by Lebanon citizens to carry out plan of the downtown color scheme.
8. Projects initiated by the committee and various stages of progress as of Sept. 18, 1968:
    (a) Town improvements (painting, landscaping, etc.)
    (b) Forming of Community Council
    (c) National contests
    (d) Library committee

A PLANNING PROPOSAL FOR LEBANON, OREGON

May 27, 1968

The study will include a report which will indicate those conditions within the city which should be preserved for the continued vitality of the business district and indicate opportunities for improvement of those areas which detract from that vitality. The purpose of the report is to raise issues and offer alternative possibilities for specific actions which can be undertaken by various groups within the community.

The report represents only one element of what should be a developing comprehensive plan for the city of Lebanon. Although a land use and arterial street plan have been prepared which provides valuable information on a broad planning level, there has been little direct planning for the immediate goals and concerns of the community. The intention, therefore, of the proposed study is to begin with these immediate concerns and build toward the long range goals of the community while also providing a basis for evaluating the alternative directions proposed in the existing planning studies.

It should be emphasized that a comprehensive plan is not a statement of ultimate unchanging goals but should be continually reviewed in relation to the changing needs of the developing community and extended into new areas of concern as the areas are identified.

The first stage in the proposed study will be the presentation of the results of a preliminary survey and an outline of proposed study areas for discussion and review. From this outline those areas of special concern to the community can be selected for further development resulting in recommendations for specific actions to be initiated.

Thus, this proposal is only the initial step in a sequence of interrelated decisions and actions which must be initiated.

Following is a suggested list of civic improvement topics which could be selected by various individuals or groups within the community for study. Each topic area would be divided into two parts:

1. The first task would be to examine and record the existing conditions within the study area.
2. The second part would be concerned with recommendations for improvement.

The findings and recommendations of the various groups would be presented to the community in a public meeting to obtain reactions and additional recommendations from other community members.

ACTIVITIES For any community to remain a viable place, it must fulfill the needs of all members of the community. What is provided for the following groups? What are the activity patterns for these groups? What are their needs within the community?

1. Mothers with perambulators
2. Mothers and toddlers
3. Preschool children
4. Elementary school age children (6-12)
5. Junior high age students (13-15)
6. High school age (15-19) Auto and non-auto groups
7. Young singles (19-25)
8. Families
9. Older couples and older singles
10. Handicapped
11. Activities related to all males or females
12. Out-of-towners, tourists, migrant farm workers, farmers, shoppers from other communities, through travelers
13. Ethnic or other specialized groups
14. Other groups might be included that live or visit the community

It is suggested that representatives from each of the groups listed be included in the study group or separate study groups be formed for each age group listed. Opportunities for each should be listed with special attention to interaction between people and places, i.e. teenagers--automobiles on the strip--drive ins, with interaction between the age groups. Attention should be given to necessary and special amenities needed by each group. A map could be used to locate the activity places and patterns.

MAINTENANCE AND UPKEEP Maintenance can be a reflector of individual and community attitudes. What are the areas of low and high maintenance? What are the reasons? Do certain areas of the community have more trash scattered around than other areas? Where are the junk yards? Is the location detrimental to the community? Who is responsible--public or private areas? What is the condition at the edges--water fronts, where town and country meet, where business and residential areas meet? View the town from alleyways, what can be done to improve them? Use maps to locate these areas so larger patterns can be discerned from the individual observations. The city may be divided into sectors and assigned to various individuals within the group. Symbols could be used to distinguish between trash, needed repairs and needed painting. A blight survey system could be included for use by this group.

DOWNTOWN CONVENIENCES Conveniences needed in the downtown shopping area should be listed and the location shown on a map. They might include the following:

- Street lighting
- Benches
- Plantings and shade trees
- Rest rooms
- Drinking fountains
- Play areas for shoppers' children
- Directional signs
- Covered walkways
- Bicycle racks
- Teenage center

HISTORICAL COMMITTEE There are usually members in the community who have historical information, photographs, and artifacts which would be of great interest to the community and visitors. This information could be collected and displayed at festivals, fairs and schools at various times with a permanent display located at a civic center or information center frequented by members of the community and visitors. This would be a permanent group which would continually update and organize the historical information on the community.

THE RIVER A survey of the existing and potential uses of the river should be conducted. The river is a natural resource and has great potential for the community as a recreational asset. Map the existing uses and indicate locations which could be used for boat ramps, swimming, picnic areas, camping areas and view locations. Future residential locations might also be indicated. Fishing locations for visitors might be provided on a map to encourage tourist trade.

THE CANALS A survey of the canals might be undertaken to determine the areas where the general public and visitors might see and use the canal in much the same way it is used by the residents located on the canal. Locations of small city parks or rest areas adjacent to the canal might be indicated on a map. This group could combine with the river group if desired.

COMMUNITY IMAGE A photographic presentation of how the community appears to various individuals and groups could be made. (The Chamber of Commerce, the seamy side of town, the community resident, the tourist, etc.)

COMMUNITY APPROACHES The community, as it appears to the entering tourist should be studied.

ENVIRONMENTAL ASSETS Those places within the community in which the residents take pride could be determined.

NATURAL AND MAN-MADE RESOURCES There are aspects of the community that have unique potentials that could be developed to provide additional amenities, such as historical buildings, gathering places within the community, rivers, trees, landforms, etc.

PROBLEM AREAS Points of conflict and confusion, whether vehicular-pedestrian, public-private or land use, etc. should be identified.

CHARACTERISTIC FEATURES Aspects such as consistent detail, building heights, building organization, spatial definition, etc. which add up to a collected community image, should be recognized.

UNIQUE FEATURES Note the special elements within the community, such as dominant buildings, parks, special industries, unusual activities such as rodeos, fairs, festivals and historical locations.

ACTIVITY CENTERS Where's the action? Why? Identify the places of intense and low activity and determine if it changes with seasons.

DISTRICTS Record the size, shape, and patterns of the various districts within the community and notice how they differ.

DENSITY Study the density pattern of the community and understand the reason.

PATTERNS Studies could be made of emerging and submerging patterns of growth. Some areas may be growing and developing while others are static or deteriorating. Determine the lines of growth, direction and relating forces.

ACTIVITY GENERATORS Investigate number and types of elements which, because of their placement, generate activity. A new school will cause a large amount of housing around it; new civic buildings encourage other new and remodeled construction, and parks create new activity around and within them.

RATES OF CHANGE There will be varying rates of change in areas within the community. Such variations and their causes, whether beneficial or detrimental, and areas most affected could be investigated.

MAINTENANCE AND UPKEEP Maintenance can be a reflector of individual attitudes. Areas of low and high maintenance and reasons for differences may be noted. Communities with clean streets, scattered trash and junk yards can be identified and reasons for differences determined.

RELATIONSHIPS Certain elements within a community seem to go together. A study could be made to understand the dominant elements and their causes. Learn which points could be removed without notice and which would be missed by a majority of the community.

CIRCULATION Study the various circulation routes within the community and order them as to the intensity of use and type of movement. Note the change in appearance with the type and use of intensity; which are through and internal circulation routes; number of ways to enter and leave the city; and what happens when differing routes crcss, connect or combine.

VISTAS AND EXTENSIONAL ASSETS Locate districts where views of the city are obtained and notice what happens at prime vista locations and who uses them.

LOCATION Show the historical progression of the community and why the town was located where it is. Determine if the initial reasons have been superseded by others and what generates growth and development such as roads, rivers or economics.

INFLUENCES Recognize what social, political and economic influences have been determined by the visual survey and if these can be supported by statistical methods.

As of September 18, 1968, the following was being done about civic improvement topics.

Activities - No study being made at present.

Maintenance and upkeep - There is a great deal of discussion about this area. It is hoped that entering the National Cleanest Town Contest will generate much activity. As yet there has been no committee studying this in the way Mr. Driscoll suggests, by surveying the situation and finding answers to the questions asked.

Downtown conveniences - Mr. Driscoll is including a report on this area in his planning proposal. From this report will come further suggestions for studies and actions on the part of the citizens as they combine their knowledge and desires with his.

Historical committee - There is a small beginning being made in this direction and more people are wanted.

River and Canal study - Small beginning here, too.

Beginning list of survey topics - Some of these questions are being answered in connection with various studies and activities, but the topics have not been studied in the manner presented.

Lebanon citizens attending the July 2, 1968 meeting of the Civic Improvement Committee were invited to state areas of their concern and the following suggestions and comments were received:

Downtown area - more gay exteriors, buildings painted, more conformity in canopies, four block mall with re-routed traffic, pedestrian facilities in core area, a good study project and minimum services provided.

Entrance signs - Possibly have pull-off rest area.

Information booth - Should show location of city hall, police station and other places of business. Should be near division of one-way streets or location convenient to stop.

Traffic pattern.

Possible improvement of the dwellings of the poor in Lebanon.

Eliminate or reduce litter by providing more and attractive receptacles. Give attention to sidewalks, streets and curbs.

Taking these into consideration along with previously expressed areas of concern and Mr. Driscoll's beginning list, the following areas have been set up as places to begin. This list is a starting one and is to be revised or added to as groups or individuals wish to work in other areas.

City entrances
Downtown conveniences - rest rooms, benches, plantings and shade
    trees, directional signs
Maintenance and upkeep - painting of city bridges
Traffic pattern at "Y" of S. Main and Park Streets

As of Sept. 18, 1968 the following was being done about the areas selected:

CITY ENTRANCES It is likely that a class from the School of Architecture of the University of Oregon will come to Lebanon in early October to survey the town. They will then submit drawings of suggested entrance signs from which Lebanon will choose a prize winner and award $50 which was voted by the Chamber of Commerce board of directors. Should the student group not come, the committee will take steps to secure a design so a sign can be erected before Jan. 1, 1969. Necessary technical information has been secured from the State Highway Department concerning placement of signs.

DOWNTOWN CONVENIENCES Inquiry has been made concerning state plans available for public rest rooms and other pertinent information. Further activity will be possible when Mr. Driscoll has the downtown plans drawn. The plantings and shade trees also await the downtown plans.

MAINTENANCE AND UPKEEP The "We Care" committee TRIED to paint the city bridges.

COLOR SCHEME FOR DOWNTOWN LEBANON

The primary purpose of the proposed color scheme is to provide a means for the beginning of Main Street unification. Unification is necessary for visual identity and visual identity is important because it enables us to remember places and separate them from their surroundings. "The ability of a place to fix itself in one's mind is fundamental to any discussion as to whether a place is beautiful or not. And, certainly it would seem unwise to destroy the identity of a place in an attempt to make it beautiful."

Downtown Lebanon provides the viewer with an image of a dense, compact grouping of buildings aligned along the city's main streets. The intent of the proposed color scheme is to reinforce and intensify that physical identity by a consistent color theme. To maintain a uniform street image it is necessary for the individual buildings to contribute something to the identity of the street as a whole. This means a carry-over factor must be introduced which would unite the individual buildings into a consistent overall image. Therefore, the specific colors selected will be of less importance than the consistency of use of those selected colors.

As a means of determining the colors and application to be used, a survey of the existing conditions in downtown Lebanon was undertaken. Surfaces in the downtown area were organized into two groups: painted or applied colors and natural or prefinished materials. The intention of this procedure is to provide a basis for selecting applied colors which would blend with the natural and prefinished materials to form a consistent color theme.

The most dominant natural material found in the downtown was brick with color ranges varying throughout the earth color range of yellow, orange and red. These colors were generally in the medium dark values with low intensity tending toward the tans and browns. There were also several painted buildings in the downtown area which were similar in hue to the natural materials.

The most dominant applied color to trim and detailed areas was white and although other colors were used in these areas, they were generally lighter in value than the background colors of the buildings.

Based on the findings of the survey the following color scheme was selected for downtown Lebanon. It is based on the dominant colors already in use in the downtown area which means a minimum number of buildings would have to be repainted, thereby providing an overall economy for the downtown as a whole.

All painted flat wall surfaces are to be medium dark colors in the yellow, orange, and red hues with an intensity in the earth browns and ochre yellow range. Values are to be held relatively constant between buildings.

All detail and trim surfaces are to be painted in low intensity flat white with bright accent colors used in detail lines if desired. This includes all facias, cornices, trim, window and door casings and surrounds canopies and miscellaneous trim, essentially all linear elements.

All painted surfaces of street furniture are to be painted a low intensity flat white with bright accent colors on selected items or on selected parts of these items. Street furniture includes fences, bridges, meter and sign poles, benches, trash receptacles, etc.

Signs may be of two types:

1. White letters on earth colored background of natural or painted surfaces.
2. Bright accent colors on letters and background surfaces.

All painted surfaces of public buildings, which include the city hall, schools, churches, library, etc. should be painted a low intensity flat white except where natural materials such as brick and stained wood are used. Many of these buildings are now this color, some would have to be painted in this new color when repainting was needed.

It should be emphasized that repainting need not occur until such time as the present paint needs refinishing. Also individual building colors would be selected by the owners and would be based on the buildings' design and detail but in any case would be selected from the general range specified.

ACTION TO BE TAKEN by Lebanon citizens working on downtown color scheme:

1. Give all painters and paint dealers a copy of "Color Scheme-Downtown Lebanon" and color samples showing suggested range of colors.
2. Compile list of painters and dealers.
3. Make sketches or architectural drawings showing color of buildings for illustrating possibilities for those painting buildings and for public display during the year at places such as Strawberry Festival.
4. Talk with each business owner and landlord about proposed color scheme, showing possibilities and asking their support. Write letters in case of absentee landlords.

5. Arrange for a meeting of those concerned with color scheme.
6. Arrange a color consulting service, providing information about how, when and where help can be obtained. Mr. Driscoll will give necessary planning help for this.
7. Prepare colored sketches of buildings in earth colors with street furniture and signs included.
8. Check with Kiwanis Club to see if litter receptacles may be painted or added to.

PROJECTS INITIATED and in various stages of completion.

1. Town improvements
    a. Frank Mayer building almost painted.
    b. Groundwork being laid for work at "Y" area.
    c. Preliminary work being done on fountain and bench on Sherman St.
    d. Sketches submitted to garden club for historical marker on Jr. High campus.
2. Community Council
    a. Steering committee was named to help:
        1. Form a community action or coordinating council to gather as many organizations and individuals as possible into a civic betterment program. The council will work with the Federated Women's clubs on this.
        2. Prepare a plan of improvement which will be as specific as possible and will contain essentials from Mr. Driscoll's plan and may not be completed until after his report is finished and submitted. It is expected that Mr. Driscoll will be available for consultation as needed and that he will be available at the meeting when the council is organized and will help present the plans if advisable.
    b. Speaker and Public Relations committee will prepare and present information about the Community Action Council to those groups asking about it.
    c. Civic improvement column in Lebanon Express will contain information about meetings, projects under way, help wanted and will commend committees and individuals for civic deeds done,when appropriate.
    d. Letters to organizations asking about their present civic improvement activities and inviting them to join the council, when formed, were mailed. Five responses were received and although no projects had been started, all were willing to cooperate.
3. Contests
    a. Federated Women's Club Contest. The very excellent material published by this group contains much valuable information. This contest runs for two years, June 1, 1968 to June 1, 1970, and aims for a high level of community betterment. In this contest stress is laid on projects initiated and carried out by the Federated Women's Clubs in which they are also able to

involve many other citizens and organizations in purposeful action. Winners receive cash awards, the national top award being $10,000.00. Any prize money won must be used for civic improvement.

b. National Cleanest Town Contest. Material used was prepared by Clean-Up, Paint-Up, Fix-Up Corporation. This contest runs from Jan. 1, 1969 to Jan. 1, 1970, and includes anything anyone does to improve the town, providing records are kept of each action taken. The material provides many ideas of improvement and ways to achieve these ideas. A prominent place is given to youth activities, including a separate Youth Council on the state level. There is national recognition for the winning towns, but no money.

It is hoped that both these contests may be entered and that they will be mutually beneficial. Procedural details remain to be worked out.

4. Library Committee. Committee to collect and file historical and pertinent data concerning Lebanon for those doing research on Lebanon and those keeping records and clippings for contest scrapbooks.

Margaret Reeves

Active Leader in Civic Women's Groups

Lebanon entered the Institute for Community Art Studies' program at the suggestion of one of the Chamber of Commerce members. By early Spring one of the items on the list of goals for our sub-committee was to begin to investigate our problem through the Institute's survey course in Albany. This, the committee did. As time went on it became apparent that this investigation could never end, as the possibilities were unlimited. We wanted to include everyone interested in working on the program whether they were Chamber of Commerce members or not. We are working now with another organization towards establishing a community coordinating council and in time the organizational pattern will undoubtedly be a little more orthodox. We feel that Lebanon was ready for the type of help being offered by the University and that a large part of our job was in informing the community about it.

As a result of this, there are many civic betterment projects going on and there are many more concerned people. The community responded enthusiastically to the presentations that the Institute staff made at some meetings sponsored by the Chamber of Commerce. They gained Lebanon's confidence and we were all favorably impressed by the willingness to share time and knowledge with us. They have a study dealing mainly with the downtown area that will include some other aspects as well.

Part of this report involves recommendations for a unifying painting scheme and the painting of the buildings by the "We Care Committee". This committee is comprised of high school students. The painting of the buildings by the committee was the first thing accomplished under those plans. We must admit that there were some traumatic moments during the painting of the buildings. One moment came when all converged at the appointed time, at the appointed place to meet with the painter who was going to lend ladders. He had ordered the paint for the project and it was to come in on an early bus, but he had forgotten. There were fourteen high school students, an Institute staff member, and two or three community members with nothing to do. T. V. cameras from Portland were coming in the afternoon. It was decided to put them to work cleaning the building and I don't think that any building was ever better prepared for paint than that one.

In June the committee arranged an exhibit for the Strawberry Fair. We were able to borrow a portion of the Institute's Newport exhibit to show Lebanon what could be done by another community.

At the present time a group of junior high school students are engaged in landscaping the land around an historical marker which is on the school campus. The art teacher drew the plan and the students will make the benches, plant the shrubs and gather the rocks from the river to be used as part of the landscaping. Several high school teachers are working with the committee and will involve the students whenever they can. Lebanon is still in the planning and dreaming stage and there is much to do and far to go. Next year there will be a definite program report which will include more accomplishments that can be seen.

As a final comment to Lebanon's reaction to the Institute for Community Art Studies' program , I will relate this incident. After one of the presentations to the Merchants' Committee of the Chamber of Commerce, a local merchant said with a tone of awe, "You know, this just might be the greatest thing that ever happened to Lebanon", and it just might!

INTRODUCTION

NEWPORT ENVIRONMENT STUDY

William H. Havens
Assistant Professor Landscape Architecture

Our principal objective was to get people to look at and understand the environment of Newport. First, to understand the location of Newport as it relates to other natural and man-made places; e.g., the Coast Range, the Willamette Valley, Portland, Salem, and Eugene. Second, to identify what they have of value on the land, in the water, and at the water's edge, such as natural resources and man-made resources (historical, cultural, institutional). Third, to identify the natural physical patterns of water, soils, vegetation, and the man-made patterns of streets, houses, and the activity patterns which make these physical patterns, and to respond evaluatingly to them after they are made. The identity study of understanding what exists, broadened to become a study of transactions within the whole community environment. We began to question the meanings and purpose of life in Newport. We looked, not only at the physical manifestations as a visual response, but we also began looking at the physical structure as well. What kind of life experiences were occuring in the environment of Newport. Three distinct sub-communities, different in use and life style, became apparent: The Bay, The Nye Beach area and the Highway 101 commercial strip.

We began a search for the forces which had shaped, and are shaping, the place we know as Newport; e.g., social, economic, political, physical. Newport has a long history in view of the state of Oregon. It is a city on the Pacific Ocean with a magnificent bay and harbor. It is both a recreational resort and an ocean-oriented commercial center. It is somewhat isolated; land-locked by the Coast Range. It, nevertheless, has strong economic and social ties to the Willamette Valley; particularly to Corvallis, Albany, Salem and Eugene. It is the terminous of U. S. Highway 20, and sits astride U.S. Highway 101. Its physical setting is clearly defined by the ocean edge, the Coast Range, and the Yaquina River system.

Eight committees composed of local residents, studied specific aspects of the environment. Weekly meetings were held where reports of each committee were heard, and discussion toward further activities of each committee was presented.

The overriding concern throughout the entire study was that of discovery of what existed, so that the issue of improving the quality of life in Newport could become a continuing reality.

Newport was compared to other bay towns along the western edge of the United States, and it was determined that many of the problems and opportunities of Newport were common to all. Specific lists of resource values were evolved, and identification and charting these natural and man-made resources was accomplished.

BACKGROUND STUDY

Of Newport Environment

ENVIRONMENTAL RESOURCES indicate the potential of what the environment can offer to the lives of the inhabitants in much the same way that economic resources are a measure of the potential economic wealth of the community. Often these two kind of resources are inter-related and each affects the other.

Environmental resources can be natural or man-made, but acknowledgment of their existence is not sufficient reason to believe that they are being utilized. They must be developed, made accessible, and integrated into the life of the people if their potential is to be realized.

Newport is potentially wealthy in its wide range of environmental resources. Few towns and their sites are so well endowed. Unfortunately, some of the man-made resources are being destroyed and some of the natural resources are being ignored.

The addition of Highway 101 gives the residents certain environmental opportunities. But one must be aware that at the same time there are environmental opportunities that are no longer available because of the highway.

SCENIC ROUTE COMMUNICATIONS Highway 101 facilitates the movement of traffic through the town with the least possible involvement. Consequently, visitors as well as residents find that lively places such as the harbor and the ocean beach are not fully accessible. How can communication about these places be increased? One possibility might be to establish or restore a scenic route which could help make one aware and involved in the town beach and the town harbor and vital places.

AREAS OF FOCUS IN THIS STUDY Each of the three sections of the town which were selected to be studied, Nye Beach, Midway Strip, and Harbor, are obviously quite segregated from each other as well as having different characteristics.

This study was mainly concerned with discovering the various existing systems and environmental potential of each section.

Except for the role of the intersection at Midway as a connector between the Beach and the Harbor, the linkage between the sections and the structure of the town as a whole has not been investigated.

It seems probable that segregation of the three areas is dividing the interests of the townspeople and making three "special interest groups" or even three towns.

Nye Beach or Nye Creek, the oldest residential area of the town was also one of the earliest summer home communities on the Oregon Coast. Unfortunately, it does not have the vitality it once had, but it still remains the only area with an easily accessible beach. Besides the beach and the ocean view, other resources are the gully system terminating at a central location on the beach, the stands of pine trees, the grid system of roads which makes the topographical changes more apparent, and many of the old cottages which add historical interest and special qualities.

The Midway Strip is that two-block section of Highway 101 centered at the intersection with Hubert Street. It is the only place along the Highway 101 strip which seems made for pedestrians, and for gatherings. Here are shops, department stores, bank, city hall, and restaurants. Here also occurs the major crossing in the town; to the Harbor and Nye Beach. This two-block section is on a knoll which helps distinguish it from the rest of the strip. The vehicle traffic itself is an environmental resource, but a question might be asked as to how can the automobile and the pedestrian each operate in its own domain but offer reciprocal advantage for the other?

The Harbor on the Yaquina Bay side of Newport is probably the most dynamic place in the town and the special qualities of the sea are expressed in most all the man-made structures of wharfs, boats, pilings, and buildings. The Harbor as a consistent whole dramatizes the events taking place, and provides the opportunity for a very rich experience.

NYE BEACH Many of the environmental resources at present make little or no positive contribution to the existing condition. The gullies are filled with refuse and underbrush, some of the buildings are in disrepair.

However, the important issue is not how each resource might be developed independently (for example, fixing up houses), but how the inter-dependent contribution of each resource might make a community structure which has vitality and life--public places for people to gather, interact and shop, as well as the private dwelling places.

The Revitalization Study suggests that there is a potential framework for community structure in the existing natural and man-made resources. Pedestrian access to public spaces and private spaces would be through the park walk-ways. The grid system of the road and the general disposition of private buildings would be maintained.

However, most of the public buildings, commercial as well as social, would cluster around the old natatorium site. Gift shops, motels, retirement apartments, auditoriums, theater, restaurants, craft and artists shops, recreation facilities, etc., would help make this place a vital and lively one. Here tourists could interact with the residents and add to the life of the area.

The Re-development Study suggests that the existing framework for community structure is not strong enough and that another framework might be established.

This investigation explores the possibility that the gullies, park, walkways could be employed as the major resource for structuring the area. Single family,as well as multiple family housing, is positioned along the park. The number of inhabitants is increased by the higher density dwellings. Even if some dwellings were only used during vacations and weekends, there would be enough permanent residents to assure liveliness.

The roads are positioned to conform to the land contours around and along the gullies.

The land along the beach west of Coast Street is designated "public" with parks, commercial and public facilities. The old natatorium site is the main gathering place in the public area and is the main beach access as well as the terminal of the park-walkway system. Consequently, it might have most intensive development.

THE MIDWAY STRIP The Strip as a Fragment of a Larger Whole The highway strip on which these two blocks are located is as anonymous as any other strip across the nation. The strip developments tend to hug the road and turn their back on the unique locational and operational characteristics of Newport.

If Newport wishes to express a stronger commitment to the traveler, one solution may be to develop a greater working harmony between private concerns and community identity.

The strip would operate as a table of contents for the city, expressing aspects of the harbor, introducing other areas like the the park by the lighthouse, Nye Beach, and also convey the activities of major industries in the area.

The strip then takes on the responsibility of clarifying the lines between the other events of the city and the events of the strip itself.

The intersection of Hubert and Highway 101 is the hub of a proposed scenic drive through Newport which introduces the tourist to the variety of events of Newport.

The Midway as a Place in the Strip These two blocks on either side of Hubert Street are distinct blocks in relation to the strip and an important place within the city. This specific area has been given the responsibliity of serving the needs of the local people and those of the tourist which are not necessarily the same.

These two blocks are composed of a tightly packed building complex with a variety of building types and greatly dependent on pedestrian linkage.

The community spaces within the two blocks should be responsive to the activities particular to that area. Sidewalks should allow or accommodate not just circulation, but also specific spaces that permit and induce local interchange and local tourist interchange.

One alternative to present conditions is that sidewalks could offer the choice of weather protection or exposure depending on the daily conditions.

THE HARBOR study proceeded with the assumption that generally this place is a lively one and that much of the environmental resource has been developed.

It provides the opportunity for many kinds of people engaged in a variety of activities to interact, probably to mutual advantage, when the commercial activities are interrupted by the recreational activities particularly in the summer months. Pleasure boats and trailers clog the accesses to the canneries and commercial docks.

The question to which this study addresses itself is: what provision does the town make to allow visitors to participate in the life of the town?

At present there are no accommodations for overnight visitors, vacationers, and little housing for permanent residents in and around the harbor.

This study explores the idea that the visitors and their automobiles might be accomodated on the hill back of the harbor with pedestrian access to Front Street by a vertical tramway. At the bottom of the tramway there might be more development: restaurants, tour boats, etc. The interjection of the visitors without their automobiles at this point on Front Street would permit a great increase in facilities, but not add to the congestion.

Fisherman-camper spaces might be provided on the adjacent part of the hill with a similar access to a marina and with special facilities for fishing enthusiasts.

The accommodations on the hill would provide a panorama of the harbor and bay.

Day visitors might have access to the harbor by driving on an alternate route with an entrance up Canyon Street or Fall Street to automobile and bus parking. The added parking lots could be on the relatively flat areas which are not being used at the present.

Front Street commercial activities (those which really make the harbor distinctive and alive) could continue without interruption, yet the visitors could participate in the life of the harbor.

SUMMARY OF SOCIAL SURVEY

The Newport Identity Study included the development and use of a social survey to gather information relevant to the study and future environmental studies. The survey included several different kinds of information:

Description of People Description of the survey sample of people primarily drawn from the Nye Beach District of Newport.

Most Typical Facts (75% - 90% agreement)
- Moderate to low average annual income
- Permanent residents (owning or renting)
- Prior community, if any, was inland, small town in Northwest or Midwest.
- Middle-aged residents come to Newport for job.
- Elderly residents come to Newport for the climate.
- Selection of Nye Beach is for low income housing.

Less Typical Facts (50% agreement)
- Elderly, retired people in Nye Beach
- Car owners
- Home-owning, permanent residents.

Townspeople Description of Newport The Nye Beach sample expressed little awareness and interest in the environmental resources of Newport. They do not perceive and are not troubled by a lack of identity or beauty.

For instance, their houses (style, physical condition, etc.) and the surrounding natural vegetation had little meaning, apparently, for them. When asked about significant landmarks in the area, the most frequently mentioned were on the edge of town (Yaquina Park, the bridge and the harbor fishing boats). Within the town only stop-lights and certain business signs were mentioned. Thus, "in town" objects seem to be viewed as having "practical" (directions, etc.) significance, while the "edge of town" objects have leisure and aesthetic significance.

For most residents it is difficult to imagine major changes in their environment or the wide range of purposes (meanings and uses) that a city can serve with its physical design. City centers can serve more than just practical needs. They can provide a place where the townspeople interact informally which identifies the social nature of the community. Downtown Newport presently communicates mainly about the practical needs, such as individual business identity. And this is often not accomplished in an aesthetically pleasing manner. The social identity of the town is not expressed as forcefully as might be desired.

Various reasons were uncovered which begin to account for the lack of awareness and interest among Nye Beach townspeople. A concern for identity and beauty must come after certain basic needs are satisfied. Dissatisfaction was expressed about open sewer paths, strange variations in water and light bills, poor public transportation facilities, sidewalk conditions, as well as the fact that home improvement leads to property tax increase.

Generally, a concern for home improvement and upkeep on the private citizen level may be increased by offering rewards, such as recognition and a delay in increasing taxes. In order to develop designs for the public city centers more study of what it is about and the community social activities in which there is the most pride is required.

SUMMARY OF PHYSICAL SURVEY

The Nye Beach area has a unique character in comparison to the harbor and the midway. The man-made environment articulates the topography and creates the existing visual dimension. The priviledge of view orientation, towards the ocean or gullies, reinforces this appearance. Grays and greens dominate the colors used on the buildings. Brown and dark red give a more pleasant quality to Nye Beach although these colors are not extensively used.

This area contains mostly residential units. Motels, shops, and churches are distributed in certain locations. Street parking is used more frequently than individual or group parking facilities. Cliffs and gullies, as well as court streets, create both natural and man-made boundaries.

About 38% of the yards are well kept, especially the ones which are beside the gullies. Thirty per cent of the existing buildings are constructed in close proximity. Sixty per cent of the houses are provincial cottages. Of these only 36% are in good condition. Most of the houses (75%) have a high visual potential and are worth restoration.

PHYSICAL SURVEY CHECKLIST

Land Use

- Residential
- Motel
- Office
- Commercial
- Church
- Parking Lot
- Street Parking
- Garage
- Vacant Land
- Trees

View Orientation

- Newport
- Nye Beach
- Ocean
- Beach
- Light House
- Jump Off Joe
- Gully
- Gardens
- Homes

Boundaries

- Cliff
- Ocean
- Gully
- Dead End Street
- Corner

Landmarks

Physical Proximity

Condition of Buildings

Pedestrian Walkways

Conditions of Yards

Colors Used

- Brown
- Gray
- Dark Red
- Pink
- Blue
- Green
- White

Architectural Style

- Provincial Cottage
- Provincial Restored
- New

NEWPORT - TOLEDO

Schedule of Programs and Study Sessions
February 28, 1968

March 10 - Sunday Evening
Television - The Place We Live: Newport and Toledo
Purpose of Project: The Search for community identity by finding out:

How we became what we are.
What is our experience like as we live in this environment?
How does the structure of our towns work to help us achieve our economic and social goals?
What choices do children, teenagers, retired people and those in between have in this area?
How do we communicate this identity to others?

Invitation of groups to participate on committees.

March 12 - Orientation meeting with committee chairmen and members from both towns, if possible.

March 17 - Sunday Evening
Television - The Place We Live: Yaquina Bay

What are its recreational, industrial and environmental potentials?
How can its environmental qualities be enhanced and preserved to make the area a better place to be?
How does it contribute to the identity of the area?

March 26 - Newport committees study session with I.C.A.S. staff.

April 2 - Toledo committees study session with I.C.A.S. and Bureau of Governmental Services staff.

April 9 - All committees study session with I.C.A.S. staff.

April 16 - Separate committees continue working.

April 21 - Television: Progress report to the public.

April 30 - Separate committees continue working.

May 5 - Television: Community development in other places.
A dialogue Robert Harris, David Rinehart

May 14 - Individual committee analysis of findings.

May 17 & 18 - Combined meeting of committees and staff. Reports, alternatives, developments and projections for area.

May 26 - Television: Report to public - Review of committee and staff findings and implications for change.

THREE COMMUNITY STUDY

Yaquina Bay Area Committee

Committee A - Residential What are the different types of housing most appropriate for living in the Yaquina Bay area--single detached dwellings, row-town houses or apartments with services? What choices are available? How do all the choices relate to the topography, view, plant materials and other housing?

Committee B - Neighborhood Relationships and Activity Patterns Proximity of neighborhood schools, shopping and recreation. Accessibility of services: walking, perambulator, bicycling, parking, driving. Neighborhood playgrounds for gatherings of children and/or parents. Other neighborhood interaction, and special facilities. How do private clubs, if any, provide services? Kinds of opportunity: What do the inhabitants do? What does the community offer to the various age groups and how do these groups spend their time in the community? Track out a day, a week, etc., for the various age groups.

1. Pre-schoolers, toddlers, and in-perambulators with mothers.
2. Elementary and sub-teen children
3. Teenagers
4. Young singles and young married couples
5. Families
6. Older couples and older singles
7. Cultural opportunities.

Opportunities for each age group. What special places have they made for themselves, i.e. teenagers with automobiles on the strip or drive-ins? Interaction between age groups, existing general and special amenities and necessities for inhabitants.

Committee C - Community Gathering Places, unique places, view points, plant materials. Where are the community places for lively interaction and interchange, the reason for existence of community, cultural, recreational, commercial, educational, governmental, industrial? What is their accessibility, identity and intensity? Where and what are the activity generators for residents as well as tourists? How do tourists become aware of the community offerings? What are the changing summer and winter populations? What is the impact on community centers?

Where are the special places, developed and undeveloped? Where are the outlook and vantage points? Where do the various kinds of plantings exist in the community and where are the native plant materials to be found?

Committee D - History of Physical Development Documenting historical, physical beginnings of community and present interrelatedness of parts. Survey of how town first physically began, first buildings and physical characteristics and identity of the community. How did these parts presently come together, shopping, residential, industrial, etc.? What is the degree of accessibility between parts and organization, overlaps between parts, collected community life and present community identity?

Committee E - Study of Maintenance. What is the degree of maintenance of roads, parking areas, signs, stream channels? What is the condition of the edges, water fronts, town-country, business-residential? What is the present state of building repair and private yards?

Committee F - Potentials Survey of existing use of common facilities, commercial, residential, recreational, educational, industrial, etc. Impact on one town's industrial and commercial facilities on the other bay towns and on the whole bay. Consideration of the bay as "one area." Varied places both natural and man-made within the bay area. Projected concerns about conservation, over-all land use, etc.

Newport-Toledo Area Committee

These are questions which you may wish to consider in your committee.

What do we think is the identity of our town?
Does our town look like we think?
What parts of our town most clearly say what we are?
What parts look like any town?
What parts of the town contribute distinct qualities different from other parts of the town?
What are the natural resources that contribute to our town's identity?
What are the man-made things that contribute most and least to our town's identity.
What could we do to help the man-made things relate to the natural things?
Would relating the man-made to the natural environment help express our community identity more clearly?
How can we make our community easier to live in? a more enjoyable place to be, tell our children and others what we value, help us preserve our unique identity while new developments occur, and give us clearer ideas of ways new developments could contribute to our identity?

THREE COMMUNITY STUDY

Report by William H. Havens

Yaquina Bay Watershed

Newport, Toledo and the Yaquina Bay area exist in a particular way. One of the principal issues to consider in the forthcoming study is What makes Newport unique? What are the particular features and characteristics that mark this area as a special place? In the landscape, nature shows some of her features through the geological base under our feet, the soils on which we stand and in which our vegetation grows, the water from thousands of rills and streams flowing together toward the Bay, and the climate overhead and about us. These natural features can be identified. They can be studied to gain understanding and insight into their capabilities and potentialities. They can, and should, be studied in the context and location where they occur. That is, all things in nature exist in relationship to other things. There is an interdependency creating a web of life. For example, a certain plant may require a certain soil in which to grow, and the soil may come from a certain kind of rock under the surface in a specific place. We would find the plant only in certain places where these requirements were met.

When you analyze the natural landscape in a particular place, you notice that things happen in certain patterns. An order exists in the way things live together. The coastal landscape looks, and is, different from the desert beyond Bend, or from a coastal landscape at San Diego. The particular way all things come together in Newport-Toledo yields a unique landscape. This landscape has an identity.

Also, the present community structure of streets, buildings and so forth, exist in a particular way. We see this structure as the physical response to thousands of previous needs, desires, wants and plans of many people over several years. The community grows bit by bit, piece by piece. Growth and change continue at this very moment. Growth and change are healthy and positive. Imperative in this process of development is a guiding set of objectives and goals which have come from study and understanding of the natural landscape and man's development up to the present. Where should growth occur, what kinds of growth do we want and need, how do we build a better environment and community for a better life for the greatest number of people?

Today, powerful bulldozers and earthmoving equipment can move mountains. Our money, power and technology can do almost anything we desire. Initial development a hundred years or so ago probably responded very directly to the natural landscape: land flat enough to build on, fresh water for drinking, soil good enough to grow a small garden and support a cow, shelter from the elements. Roads adapted gently to the land, in harmony with the established natural order, because a team of horses could pull only so steep a hill. (Look at the way cattle ascend and descend a slope.) Roads curved and twisted through the hills and valleys. Today, roads slice through mountainsides in monotonous straight lines, leaving raw sores of cut banks to erode with every drop of rain, and creating dams across every small valley they intersect.

Our street pattern of the grid produces friction and conflict at each and every corner, and imposes itself upon the land totally unrelated to the surface features of hill and valley. Our houses then follow the grid, built uniformly row upon row. Our communities become a linear strip along each side of the road in the monotony of house after house, or the chaos of highway strip of cars, trucks, signs, poles, wires, bright colors and so forth. This kind of strip and grid development turns its back upon the richness of the landscape, failing to respond to the positive values which a particular place presents. Instead, the uniformity with which we build our streets, highways, homes, cars and businesses makes our town exactly like all others. The others, too, have the same cars, homes and businesses along ever-lengthening strips of highway. How do we find identity - a structure that makes a particular place, a location, a town that is unique.

Here in Newport, for example, you have the Pacific Ocean. You exist on the edge of a continent 3000 plus miles wide - millions of acres across a vast continent, terminating at a Pacific Coast. And you exist right on the pivotal line between a sea of land and a sea of water. What magnificence.

But more particularly, you have a Bay--a sizeable Bay, formed by an excellent river system. How many places on the western edge of the U.S. --the Pacific Coast--have a Bay? Five, ten, at the most perhaps 15. And how many towns are there along the west coast--100, 1000? You have a unique feature in the Bay. It is structured like no other place on earth. The geology, slopes, vegetation and water patterns and climate exist here in a combination which is unique.

Think of the Bay potential in just recreation alone. California, to the south, now has well over 19 million people. The San Francisco Bay Area has 5 million surrounding its Bay. More and more of these 5 million--or I should say 19 million--are seeking release from the friction and pressures of their home state. They have increasing leisure time, more money and better cars and roads. They are seeking the Coast of Oregon. And Oregon alone now has over two million people.

It is imperative that we understand what we have in the landscape in natural and man-made resources so that we may be wise stewards to develop and use that which we have for the greatest good. I submit that this sizeable Bay is the principal asset which makes the Newport-Toledo area unique.

Tonight, we want to focus on the Bay. We want to discover the natural and man-made conditions which give value to this area. It is imperative to know what you have, so that you can develop and grow in the future to maximize the resources which exist, to preserve that which should be preserved, to remove that which is detrimental. I am not saying to exploit--or use up for short term gain. I am saying to build in harmony with the land and water--to utilize the landscape to its fullest potential. I would first ask that we look at the Bay as a physical entity. I would define boundaries in this view, by de-limiting the Bay Region by the immediate watershed surrounding the Bay. There is a definite ridge line which completely surrounds the Bay, broken only by the river continuing upstream eastward from Toledo.

This watershed means that any drop of water falling on the ground will flow toward the Bay rather than down the other side of the ridge toward another stream or river.

The watershed is significant in that anything that happens within it, natural or man-made, will eventually affect the Bay because everything flows toward the Bay, both physically and visually.

What, then, in this watershed would I begin looking at? First, I would look at the land. What made the land look the way it is? What natural processes occurred in the past to form our present landscape? What natural processes continue today, every day? So, I would look at the following:

1. Underlying geology - the base upon which all rests.
2. The relief - slopes, valleys, ridges.
3. The soil - kinds, amounts, capabilities.
4. Vegetation patterns - pure stands of species, communities.
5. Water patterns
6. Climate
7. Wildlife
8. Unique Features - cliffs, waterfalls, etc.

These natural conditions will exist in patterns, in a cause and effect condition of interaction and interdependency.

They exist in relation to each other and in relation to everything else--the study of these relationships comes within the science of ecology. Everything exists in a web of life. It is for us to discover the patterns in the web, and the meaning of the patterns. Everything exists in nature in a state of change and evolution. There is a dynamic balance. Left alone, nature will continue with her checks and balances, changing and evolving, but always in a balanced system.

Man comes along, and with little or no understanding of the processes and cycles of nature, commits acts which destroy the web of life. Most often, man is unaware that he is destroying a part of nature. Grading and stripping a hillside or hilltop may kill a particular species which is part of a food chain extending well into the Ocean.

Everything man does in the Yaquina Bay watershed ultimately affects the Bay.

So first, in our study, I would recommend identifying and charting the natural features which exist: the quality resources in the landscape.

After identification and charting, you can evaluate and understand the meaning and implication of the resources as problems and potentials.

First, understand the natural features and conditions, then understand them in interrelationships in the setting of the whole watershed region.

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NEWPORT STUDY COMMITTEES

Sample Report

Each of the study committees gathered information about their community and reported their findings at the final meeting. Following is a sample of the kind of information that was obtained. No formal format for the reports was established and the variety of presentation reflects the differences of the individuals who prepared them.

The sample includes six of the seven sub-groups working on Committee B, Neighborhood Relations and Activity Patterns. The sub-group reports are:

1. Pre-schoolers, toddlers, and in-perambulators with mothers.
2. Teenagers
3. Young singles and young married couples.
4. Families
5. Older couples and older singles.
6. Cultural

1. Pre-Schoolers, Toddlers, and In-perambulators with mothers.

Kinds of opportunity - What does the community offer to this group and how do they spend their time?

1. Churches and the activities associated with them.
2. Swimming lessons for mother and pre-schooler.
3. Park with picnic area and hiking paths.
4. Library (story hour for pre-schoolers)
5. Marine Science Center
6. Underseas Garden
7. Beach

Lack of opportunities - What does the community need?

Playground for small children where mothers can meet each other and get acquainted while children amuse themselves. Suggestions for facilities: large pieces of pipe to crawl through, things to climb on and sit in--wading pool and sand box. Zoo of small animals--rabbits, squirrels, etc.

Many young mothers were interviewed and all mentioned the need for a small park and reliable, reasonably priced baby-sitting service or center.

ACTIVITY PATTERNS Driving: Activity patterns run in almost set lines through the center of Newport starting North to South on Highway 101 from the outskirts of town to the bridge, turn around through the Yaquina State Park and back through town. The western sweep can start at the state park following the ocean as closely as possible and ending at the part at Big Creek or at the "Y". The eastern route could start at Highway 20 and follow Eads to N.E. 12th, and make circles at San Bay O and N.E. 20th. Southerly, Bay Front from the state park to any one of the several northern roads to City Center to Highway 20 or to Toledo.

Schools: All on the eastern side of Highway 101. Yaquina Grade School, grades 1,2,3,4, building is also used for art and science displays, meetings, dinners and special events. Wind problems present difficulties for outside events. Sam Case Grade School, 1,2,3,4, grounds are fenced and have playground equipment, used for meetings, dinners, and special events. Central Grade School, 5 & 6, small fenced playground, fair grounds for other activities, central location for meetings, oldest of the school buildings. Complex of Lincoln Jr. High and the High School, central east location, football field and track (poor track), lighted field, grandstand, excellent adult education classes, and other off-time use for meetings, organizations.

Shopping: West central Nye Beach, market, candy shop, tavern, beauty shop and dress shop. South, Bay Front, market, drug store, restaurants, gift shops, antiques, fishing equipment. Central Alder to Angle, markets, men's shop, shoe shop, gift shop, department store, bakery, dress shops, furniture store, appliance stores, variety stores, sporting goods, floor covering and decorating specialty shop, stationary shop, delicatessen shop, jewelry shop, music center, office machine shop and shoe repair. Lincoln Center, drug, variety, Penny's market. Pacific Village, market, drugs and other new developments. North, market.

Recreation: Ocean, Nye Beach art center, beach access to swimming, surfing, beach combing, fishing and clamming. Accesses from Jump-off-Joe, Big Creek, and State Park, public restrooms, tables, stoves. Bay Front, pool, shuffleboard, taverns, restaurants, undersea-garden, fishing and charter fishing, boating and charter boating, docks. East, city park, swimming pool, play grounds, schools, tennis courts. Central, 101, armory, city hall, chamber of commerce, restaurants, theaters, bowling, cocktail lounges, teenage dance hall, Elks, Eagle and Masonic Lodges. Near vicinity, Agate Beach golf course, Deep Sea Bill's, and the oceanography, airport and race track, fairgrounds.

Meeting Places: Churches, lodges, restaurants, swimming pool, bowling alley, theater, TG dance hall, PUD conference room, Title Trust Bldg., fairgrounds, city hall, court house, armory, schools library.

Other: Walking, Highway 101, shopping area, beach and bay front. Bike-riding, Yaquina Bay road, cemetery, road, reservoir and beaches. Parking, east side, city park, swimming pool and schools, Nye Beach, Big Creek, road ends, beach access, State Park, Nye Beach merchant. Bay Front, road side, merchant, and public dock. Center: merchant, armory, City Hall, Court House. Driving: restrictions only -- many dead-end streets.

DEVELOPABLE ACTIVITY CENTERS West: The Jump-off-Joe section is a natural for picnic, family play spot. Some wind protection, close to beach, natural sand boxes. Need tables, water, restrooms and parking for full development. Nye Beach--multipurpose type building for older citizens because of the persons in this classification living in the area and the ease in getting there. There is a parking problem there and this should be allowed for. Small neighborhood park for little ones and just sitting would be in keeping with the neighborhood--Yaquina Park.

East A natural belt from the City Park and swimming pool to the Fairgrounds through the gully. Horse barns on fairgrounds set up a natural bridle and nature trail, future unlimited. Small neighborhood playgrounds could be established for wee ones.

South: One of our finest activity centers and tourist attractions. One feels the need for large directional signs at south end of bridge and town; a traffic problem exists in this area. One thing of special notice is the cooperation of merchants and fish plants allowing visitors to tour facilities.

North: This is in need of large directional highway signs to specific scenic attractions and facilities, and information center type facility.

Central: Needed alternate route through town on east or west side for resident and business traffic during tourist season.

2. Research on Teenage Activities The purpose of this part of the Newport Identity Study is to give the people of Newport a realistic view of what the town is to high school students and those just out of high school. Through this report, Newport, and other towns with similar problems, can organize better to alleviate some of these problems. By the mid 1970's, one-half of the population of the United States will be under 25 years of age. Much of the central focus of decision making will need to be aimed at this age group in order that all human environmental systems, including young people's activities, will better adapt to the community's structure. A healthy social-psychological environment is one which takes into consideration all those members and adapts its social systems to meet their needs and wants.

Seven major objectives of this study are to provide townspeople with: a) more awareness of the systems operating in their area; b) more concern for the effects of the dynamics of change; c) knowledge of the possible effects of decisions or lack of decisions on the future environment; d) increased alternatives in making decisions; e) more comprehensive, qualified criteria for evaluating decisions; f) ability in relating the social uses of the environment with the visual qualities; and g) an analysis of the visual environment as social communication.

Methodology It is very deceiving when communities make decisions concerning the welfare of a segment of society without including or consulting the group discussed in the decision making process. In this study we tried to give the teenagers full freedom in expressing how their environment is working for them.

First, two questionnaires were given to them to be answered as truthfully as they could. The results will be given later.

Second, the students were given an equal place in the total Community Identity Study meetings. Their response and attitude toward their inclusion in the meetings was as conscientious as any decision making body in the community.

Third, we asked a small group of students to show us their town and analyze its processes in relation to their use as well as they could. This, again, was very successful.

From this we organized the data collected from the students into a package we hope can be of use to Newport. However, we want to make it clear that this study is not complete and the territory covered is somewhat limited, but we hope it does help to give a general direction for future research.

Statement of the Problem: In dealing with Newport in as complete a form as possible, we found we could not neglect those citizens under 19 years of age. Like adults, high school students many times take a very negative view of their town. Looking at the problem we found that many of the essential environmental factors leading to the well-being of the individual were lacking for these students.

Examples of factors which are lacking in their environment are:
1) Recreational facilities;
2) Properly supervised gathering places;
3) Clean, respectable service outlets, such as restaurants, theaters, bowling facilities, etc.;
4) Unstructured non-commercial and non-institutional places.

Through this research, we hope that more adaptive decision making will be possible. As a result, more members of the population can take fuller advantage of their community.

We hope to build better communication between the teenage group and all other groups in the community. Like all age groups in a community, the teenager needs to make constructive contributions to the cause of improving the environment.

High School Questionnaire The following is a list of the questions and a summary of the answers from the High School Student Questionnaire. This questionnaire was given to 150 students from a Senior Problems class at Newport Senior High School.

1. Does Newport have enough places for teenagers to gather?

No. Because of the highly commercialized quality of the places and the lack of convenience to all teenagers, there is no strongly identifiable place.

2a. In what kinds of places do you gather now?

Mainly in commercial outlets; restaurants, drive-ins, etc. The only exception is the State Park and South Beach; but the weather controls the use of these places and is very seasonable.

2b. Is this all teenagers?

During the sports seasons boys have their practices and games for spending their time but when the season is over they have nothing. Also, when the boys are busy with sports the girls have no activities to interest them. These are the only alternatives except for staying home and watching television.

2c. Are there different kinds of places where different groups of teenagers gather?

Students from the Junior and Senior High Schools for the most part have the same activities, except for a very small group of senior high students who meet and talk at Mo's Restaurant or sometimes at a senior high teacher's house.

In Toledo (15 miles east of Newport) a Men's Service Club started an inexpensive teenage club (50¢ to join and 25¢ for each dance night); but this is a long distance away for those without cars, and it has no regular schedule. There are also no stipulations on who attends, which is undesirable to many of the high school students.

2d. What are the problems when all teenagers go to the same places?

If the junior high students go to any activity which includes both groups, the senior high students are reluctant to go. Allowing junior high students to go to senior high activities lessens the senior high students' ability to identify with any one place.

3. If teenagers had more choices, what kinds of places do you think they would create?

a. They want a non-commercial center such as a coffee house, with simple forms of recreations and activities, e.g., ping pong, table games, and basic respect from those running the center.

b. They want to see and learn new things such as lectures and films about relevant world and social problems.

c. They want a place where they can entertain themselves, where they can meet and talk with friends their own age.

d. They want a place to drag race their cars. Students either drag at the airport landing strip, the Marine Science Center, or on U.S. Highway 101N. None of these places are supervised or are safe. If kids are going to race they need a place to do it.

4. How would they change existing places?

a. Clean them up. Every place they can gather in is a commercial outlet that gives them no respect, but only wants their dollars. These places are very dirty for the most part: TG's, A&W Root Beer, Pizza House, Drive-in, main theater, bowling alley. An exception is the Dairy Queen restaurant, the only place with written or unwritten rules. Because this restaurant is very clean and there are some basic rules, students show a great deal of respect for the place and also the staff of the Dairy Queen shows respect for the students.

They want intellectual excitement outside of school, but it usually costs too much. The only interesting lecture series for students in Newport is that at the Marine Science Center, but they charge $1.50 per person, which students can't afford.

5. Where do you think teenagers would want to become more involved with the community?

a. The students liked the I.C.A.S. Community Study meetings. They saw that this was a potential tool for voicing their feelings about their environment that they would like to have a strong part in.

b. They complained that they had never previously had a chance, such as the ICAS Community Study meetings provided, to express their feelings in a serious manner.

c. Students want more respect from adults. They feel their ideas deserve real respect and some weight in decision making concerning teenagers.

d. Students feel their parents don't see anything wrong with their town or that teenagers need anything more than what they already have.

e. Students want a Community Service Club. They are never asked to help in community service activities. Students seek an even reciprocity between adults and themselves.

f. Students want a place to fix up which they can consider their contribution to the town.

g. Students want a voice in the City Council because they feel that indirectly many things worked on are going to be part of their future. The students feel that the City Council makes too many assumptions for the students without really understanding the students' needs.

6. What happens to teenage places when tourists come?

Most of the outlets used by teenagers are not strongly affected by the tourists so there is relatively little effect or interaction.

7. If you were going to stay in Newport where would you like to live? Why?

The students all said they did not want to live in Newport after they left high school.

8. How would you describe Newport to an out-of-town friend? What would they find and what could they do?

All the students could say were the usual answers: there was nothing that they could call their own. The activity centers were the Underseas Gardens, the Bay Bridge, the State Park, and the Marine Science Center.

9a. What part of Newport looks best to you?

The Bay and the bridge.

9b. What is there about it that makes you like it?

These points (the Bay and the bridge) make Newport different from any other town they know.

NEWPORT STUDY QUESTIONNAIRE The following questions are ones which directly apply to the youth of Newport. The complete questionnaire was given to all the participants in the Yaquina Bay Identity Study.

What kinds of commercial outlets generate gathering?

a. The clothing store - limited.
b. Services essentially for teenagers: A&W Drive-in; Dairy-Queen Drive-in; drive-in theater; main theater; Pizza house; TG's Dance Hall; Mo's Restaurant; the Canteen Restaurant.

What kind of commercial outlets are facilitated by pedestrian access?

The Lincoln Shopping Center; the Canteen (a snack shop across from the senior high school).

What kind of commercial outlets must accommodate cars as part of the process?

Drive-in restaurants; drive-in theaters (south of town); surf shop (north of town); teen club in Toledo.

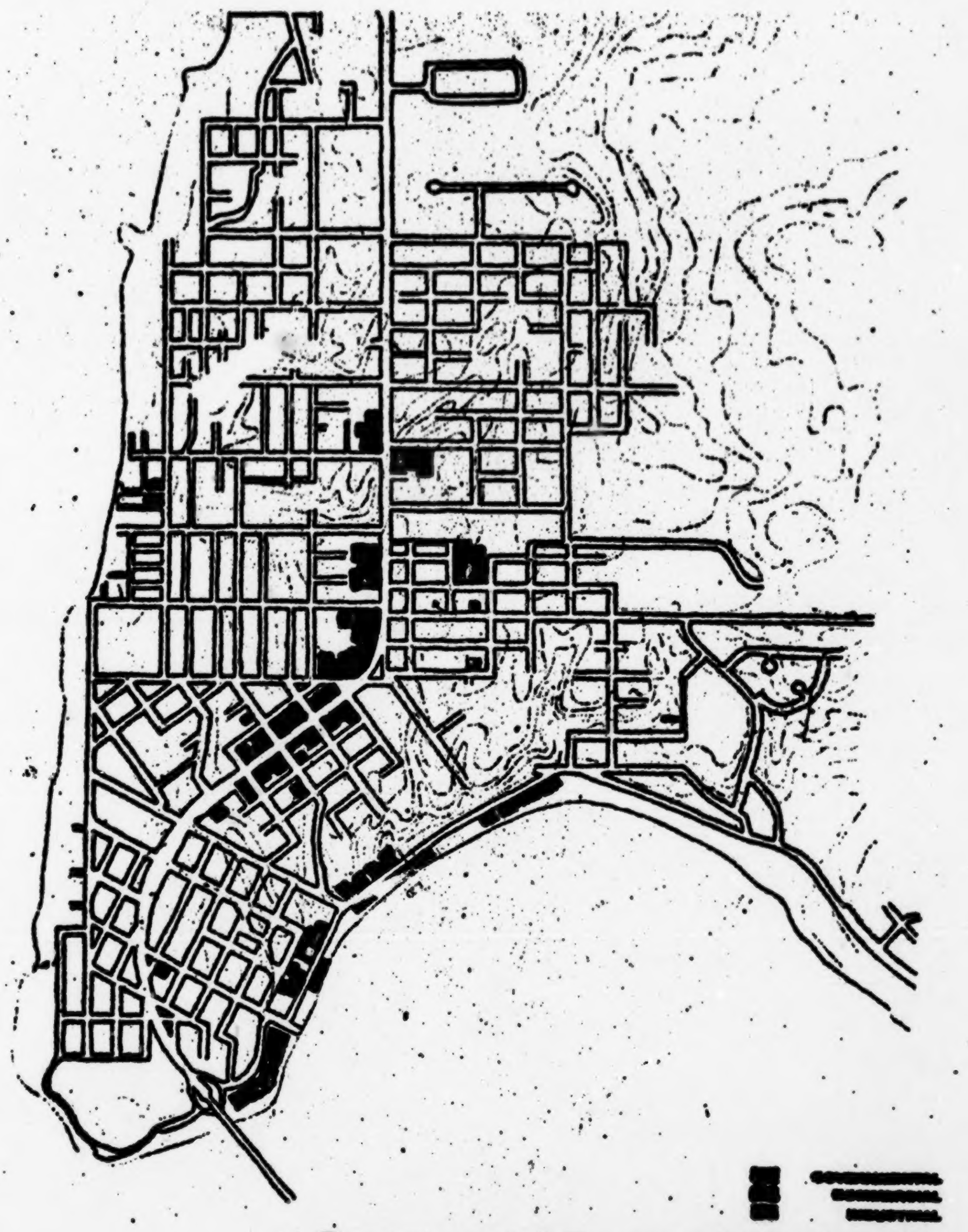
Students have no real choice of places to go. "We don't want to just drive around, but we have no choice." One interesting point in relation to automobile access and teenage gathering is that the A&W is the most popular place; it is at the farthest north end of their strip and is basically a turn-around. One must also remember this is only car to car contact, never person to person contact.

Are there commercial areas which become "a place to go" to window shop, meet other people, etc.?

a. No place to windowshop.
b. The A&W Drive-in.
c. Mo's restaurant; here students can sit around and talk without being kicked out, but it is small.
d. Dairy Queen: It is never open at critical hours and students don't hang around there. This is the one place they can go for good food and clean atmosphere.

What kinds of commercial outlets provide goods and services to only tourists?

For this age group the regular town facilities are not strong tourist outlets. However, the drive-ins and restaurants seem to respect the tourist much more than the local teenager.



Governmental Commercial Industrial

NEWPORT

Do schools and playgrounds begin to establish subcenters which are either useful or discernable?

a. The schools are open until 11:00 p.m. quite often for students to use the gym. However, the bureaucratic ways of the school get in the way. Students need passes, etc. Also this leaves no school sponsored activities after hours for girls.
b. The use of city parks and playgrounds is very seasonable and there are no organized activities for this age group.

What aspect of the city or county government helps younger people?

a. The swimming pool: the structure of its schedule makes it difficult for youth to fully take advantage of the services. Even to rent it for a group costs $15 an hour, which is another difficulty and cost for them.
b. The State Park is a service which they appreciate and do take advantage of.

GENERAL OBSERVATIONS DISCUSSED BY HIGH SCHOOL STUDENTS

High school graduates that don't go to college:
a. Leave town to live in apartments in bigger towns like Eugene or Corvallis.
b. Stay in Newport and just play around at high school students' hangouts.
c. Go into the service. However, the percentage of high school graduates entering college in Fall, 1968 was much higher than years past because of the draft threat.
d. The older high school graduates that don't go to school are the prime source of alcoholic beverages and different forms of drugs for both senior and junior high students. Younger students feel that they are a strong influence on their habits and activities.

The Canteen, a student lunch fountain across from the senior high school, most kids don't go there; it closes after school hours; it is very dirty, and much of the food is old. The students request that health officials examine it.

Students complain that to do anything in Newport costs money. One even has to spend money at special events such as the Loyalty Days sportscar races, which cost $3.00 for high school students.

PARENTS ATTITUDES TOWARDS STUDENTS ACTIVITIES

When discussing the students activities, the parents attitude is that the town is all right the way it is and the students don't need any more activities. However, parents are concerned about their kids drag racing, driving around in general, going to the teenage hangouts, and about the hangouts themselves, and about their kids spending a lot of money.

Many parents won't let their children participate in any of these activities because of religious or other convictions. What do kids have left but to watch television? Even when kids are doing many of the above activities they don't enjoy them, but they have no choice.

Many parents won't let their kids go to the T.G.'s dance hall because:

a. It is too dirty (if cleaned up more kids could go).
b. The owner lets anyone in--drunk kids, very young kids, older kids that are from out of town.
c. Police don't care about the T.G.'s They would rather the kids were there than being drunk out on the street.

Parents also have many of the same complaints about the Pizza House; dirty, expensive, with large crowds.

PURPOSE OF A TEENAGE ACTIVITIES COORDINATOR

Organize a basic evening entertainment: movies, games, talks, music.

Organize a supervised center for teenagers to come, relax and talk.

Provide a person who would be able to talk to this age group about: school questions, work questions, general questions a teenager needs to ask a more experienced person whom he trusts.

To provide a person who would be able to organize community projects where students could have a part in their town's identity.

To help students find part-time work (example: an employment center).

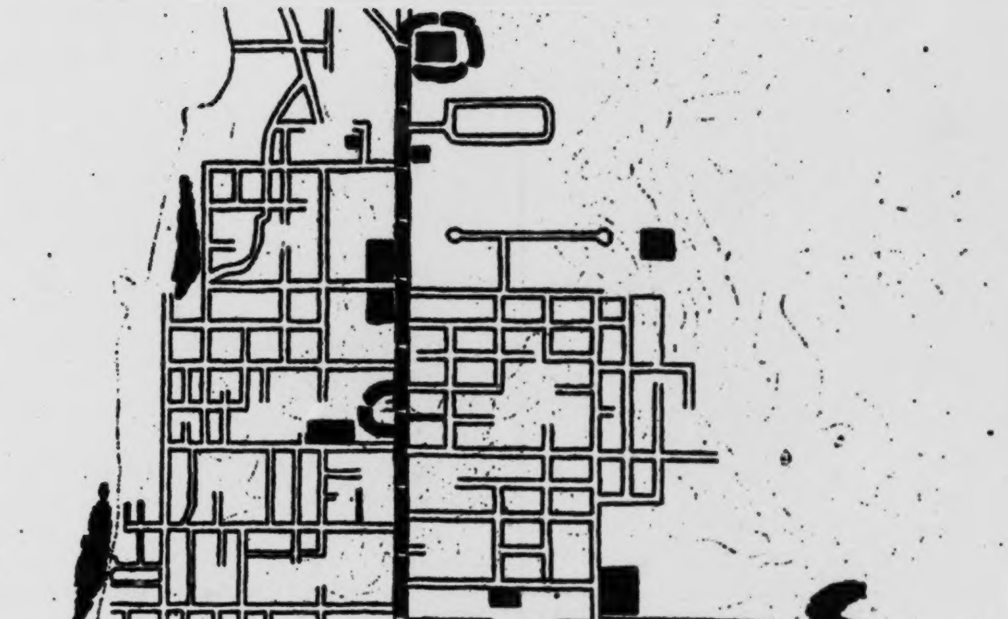
PURPOSE OF A TEENAGE YOUTH CENTER

a. A place with youth identity; a place they can call their own.
b. A place where there can be supervision.
c. A place where you don't have to take someone to be your partner.
d. A place where there is no need to spend money.
e. A place that would be flexible enough to change with the teenagers of the community in order to fulfill their needs.

GENERAL SUMMARY

This investigation into the problems of the teenage population points up several facts that may be pertinent and useful:

Although the teenagers seem to have a negative attitude towards problems, they show concern. With proper knowledge of all the problems of a community the teenage group could be organized to contribute constructively to decision making. Through interested teachers in high school and a youth coordinator-counselor the high school citizen could be directed as an important group in ordering the change of that environment.


VEHICULAR
COMMERCIAL DAILY
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NORTH

Teen-age Places

NEWPORT

One of the main problems we have found in the environment from the teenagers' point of view is the lack of choice. Teenagers are very flexible and changeable people. They require a variety of activities to add to the experience of day to day learning. Much of the needs of the teenager can be satisfied through participation in school, church and family life, but on the other hand, unstructured activity without the control of adults is important to develop responsibility and a healthy attitude towards others.

Choice is limited by the quality of facilities provided in the community. Automobile oriented restaurants scattered from one end of the town to the other do not respond to the teenage citizen that does not own a car. It encourages driving up and down the strip, which is a very limited and boring activity that denies human interaction on a healthy level.

Overly commercial facilities discourage teenage interaction. These places must be supplemented with facilities that welcome the presence of the teenage children.

3. Young Singles and Young Married Couples

Kinds of Opportunity. What do inhabitants do?

Churches, adult education classes (public and private), public school functions, library, private clubs, sports (tennis,swimming, bowling), movies, picnicking,beach-oriented activities (beachcombing, clamming, fishing, boating, camping and picnicking, driving, shopping, clubs and organizations, dining, dancing and hobbies.

What does the community offer to the various age groups and how do these groups spend their time in the community?

Churches, adult education, public schools, public library, private lodges and clubs, tennis courts, swimming pool, bowling alley, one theater and one drive-in out of town, picnicking on beaches, city park.

Yaquina Bay offers a variety of interests to the public--fishing from boats or off docks, fish plant tours, Undersea Gardens, restaurants and lounges on bay front-one overlooking bay-, hobby shops, fresh seafood stores, also a chance to get the "atmosphere of the waterfront" by observing boats, large freighters or small fishing craft, coming in and out of the bay, mingling with the people who harvest the ocean for a living. The hustle and bustle of the bay front is one of its unique, identifying characteristics.

Newport has several shopping centers: the central business area on Highway 101; Lincoln shopping center; Sav-Mor shopping center; the waterfront; Nye Beach.

Many organizations and clubs exist in Newport: public, private, business, professional, service.

There are many restaurants and lounges for dining and dancing.

4. Families

Kinds of opportunity - What do the families do? What does the community offer to a family and how does a family spend its time in the community?

Beach (clamming, agate hunting, wading, picnics, etc.), boating in Yaquina Bay, fishing, church with related activities, community concert, historical museum, Marine Science Center, swimming pool, school athletic events, Underseas Gardens, bowling, movies.

Lack of opportunities - What does the community need?

Because Newport is a tourist spot, a vacation-oriented town, it has much to offer a family in the way of pleasure. However, the above-mentioned activities are done by individual families--there is nothing to draw people with unrelated interests together. Therefore, the greatest need is for a Community Center--City Park. A park supervisor would be mandatory, together with the following:

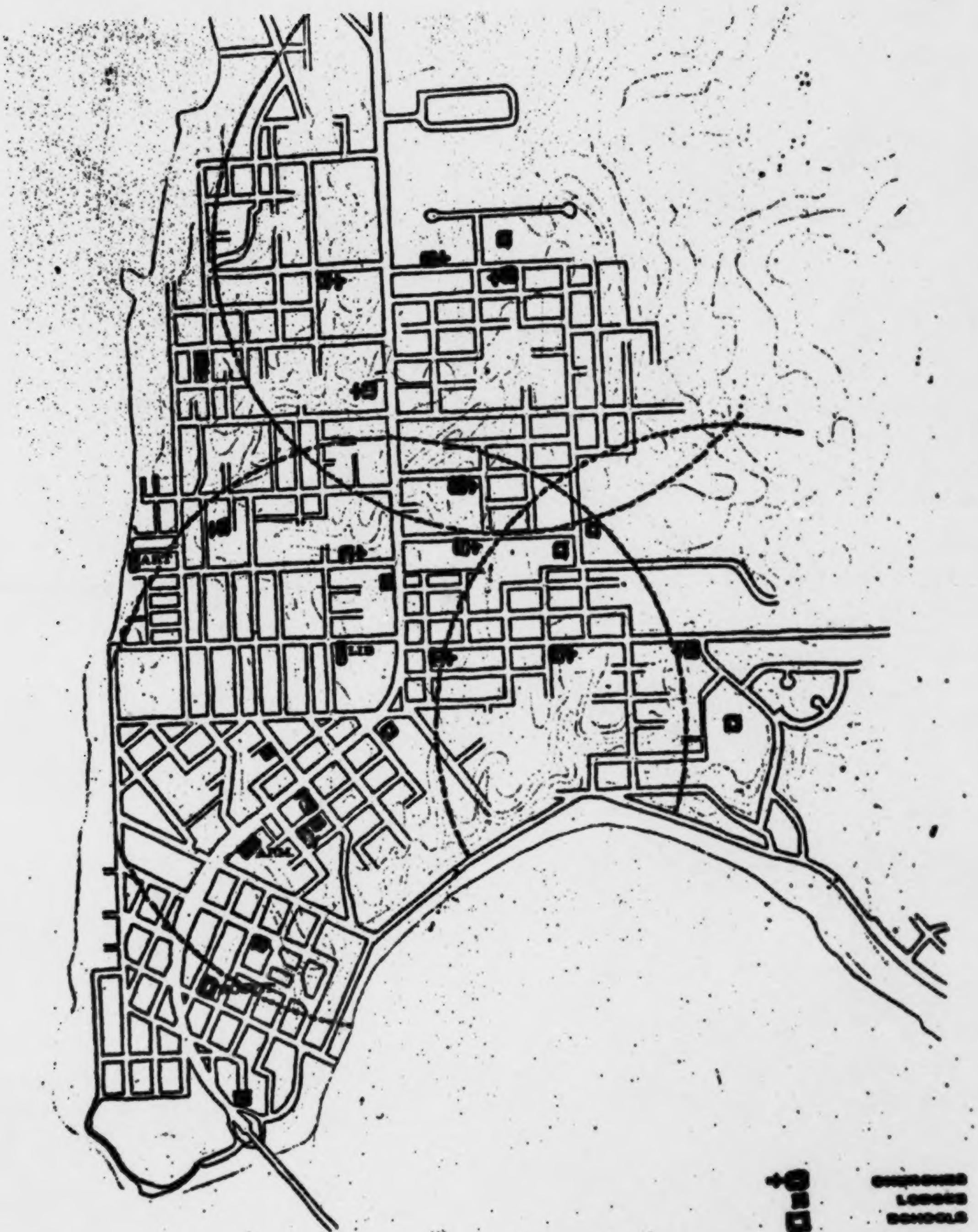
> A club house large enough for folk dancing, cards, organized play. Facilities for summer classes for instructions in art, crafts. Mainly a place where families could come to meet each other and learn and do.

Teen-age boys' activities: girls, school, organized sports such as football, basketball, track, baseball, swimming, Little League, guns, hunter safety club, Agate Beach Surfing Club, JC tennis instruction, drivers training school; organizations such as 4-H, Scouts, Masonic, church; special meeting spots such as A & W Root Beer, Michelo's Pizza Parlor, TG Dance Hall, Agate Beach parking lot, Yaquina Bay State Park, Lincoln Center, library, theater; unorganized activities such as fishing, hunting, bike and motor-bike riding, driving surfing, golf, parties, bowling, deep sea diving, jobs.

Teen-age girls' activities: boys, school organized sports such as volleyball, swimming drill teams; organizations such as 4-H, scouts, Masonic, church; special meeting spots such as library, A & W Root beer, TG Dance Hall, Michelo's Pizza, Lincoln Center; unorganized activities such as: parties, bowling, bike riding, walking, shopping, beach-combing, walking, picnics, driving, riding, jobs.

5. Older Couples and Older Singles.

A Senior Citizen Survey of Newport residents is underway and will soon be completed. The survey is a part of the county-wide study of Senior Citizens under the Lincoln County Extension Service special project - "A Community Self-Help Program for Senior Citizens." The survey in Newport is sponsored by the Newport Federated Women's Club, and is conducted by volunteers doing personal interviews.


CHURCHES
LODGES
SCHOOLS

Educational - Cultural

NEWPORT

In Lincoln County communities the percentage of Senior Citizens varies from 12% to 50% of the population. The county ratio is estimated at 12%, in Lincoln City at 22%.

Activities of Senior Groups in Newport: The Golden Age Club in Newport, is the only group identified for the older age group. The group meets at the Courthouse Conference Room the 1st and 3rd Fridays of the month from 12:00 noon to 3:00 p.m. They bring individual sack lunches, coffee is prepared by a committee, tables are arranged in a "U" for the luncheon and meeting.

A brief business meeting is held after lunch and is followed by a game of bingo. Those who do not play may go home.

Problems:

Lack of transportation to the meeting, limits attendance.

The meeting place is available only from 12:00 noon to 3:30 on the meeting dates.

The group would like to share ideas, crafts and hobbies and learn crafts.

A Community Center, with facilities for crafts and classes is needed.

A "drop-in" room where Seniors can meet in the downtown area, open daily, to drop in for a visit or a cup of coffee.

Some church groups and other organizations have a high percentage of older persons, but have no statistics at this time.

After the survey data is summarized, community committees will need to study the situation and develop community plans.

Goal:

Help alleviate loneliness.
Involve Seniors in Community Activities
Develop interests in hobbies, crafts, study, etc.
Arrange tour groups.

PROPOSAL for Lincoln City Multipurpose Community Activity Center to serve all age groups and to provide opportunities for each group member to use his abilities and skills in a variety of activities.

Senior Citizens Group--the need. A senior citizen survey in Lincoln City conducted in February 1968 through personal interviews by community volunteers reached 840 older adults, 62 and up; about 22% of the population.

There is no community center to serve the needs of this group. About 95% of the older people live in their own homes. Programs for older persons have real meanings if available at the local level.

The community center will provide new opportunities for developing programs for this group, based on an understanding of their needs and their interests. The group actually represents two generations: the younger of retirement age, 62-75 and the older from 75-100 and over.

Programs and activities will be planned by community leaders and the senior citizens and will include coordinated programs with other groups. The objective of the program will be to utilize the service center to satisfy social, recreational, educational, and cultural needs of the aging and retired persons.

Major activities will include:

Information and referral services to help senior citizens derive maximum benefit and develop the most effective patterns of utilizing community services and resources.

Remedial and non-curricular education.

Employment, job training and counseling services.

Health and vocational rehabilitation services.

Consumer information, education, and mutual aid.

Welfare services.

Social activities. The center will be used daily by seniors for: informal visiting, social clubs, card parties, and special groups.

Recreational. Social games, dancing, including folk and square, music such as chorus and group sing, sports, outdoor recreation and tours and trips.

Educational and Cultural.

The following quotation from Dr. William B. Kountz, Director of Scientific Research, Gerontological Research Foundation, St. Louis, Missouri, is the philosophy which will be the guide line in planning special educational courses for the seniors.

"We are in large part responsible for the mental state in which we find ourselves, or others find us in later life."

"To keep our brain alert it must be used--it seems clear the lessening of mental activities will cause mental deterioration."

"You can create the mental habits that will keep you young in mind and spirit."

Special classes. Remedial and non-curricular education, travel, world problems, leadership group discussions, consumer education, physical fitness, lip reading, creative crafts and skills. Also play reading, creative writing, oil painting, ceramics, photography and wood carving.

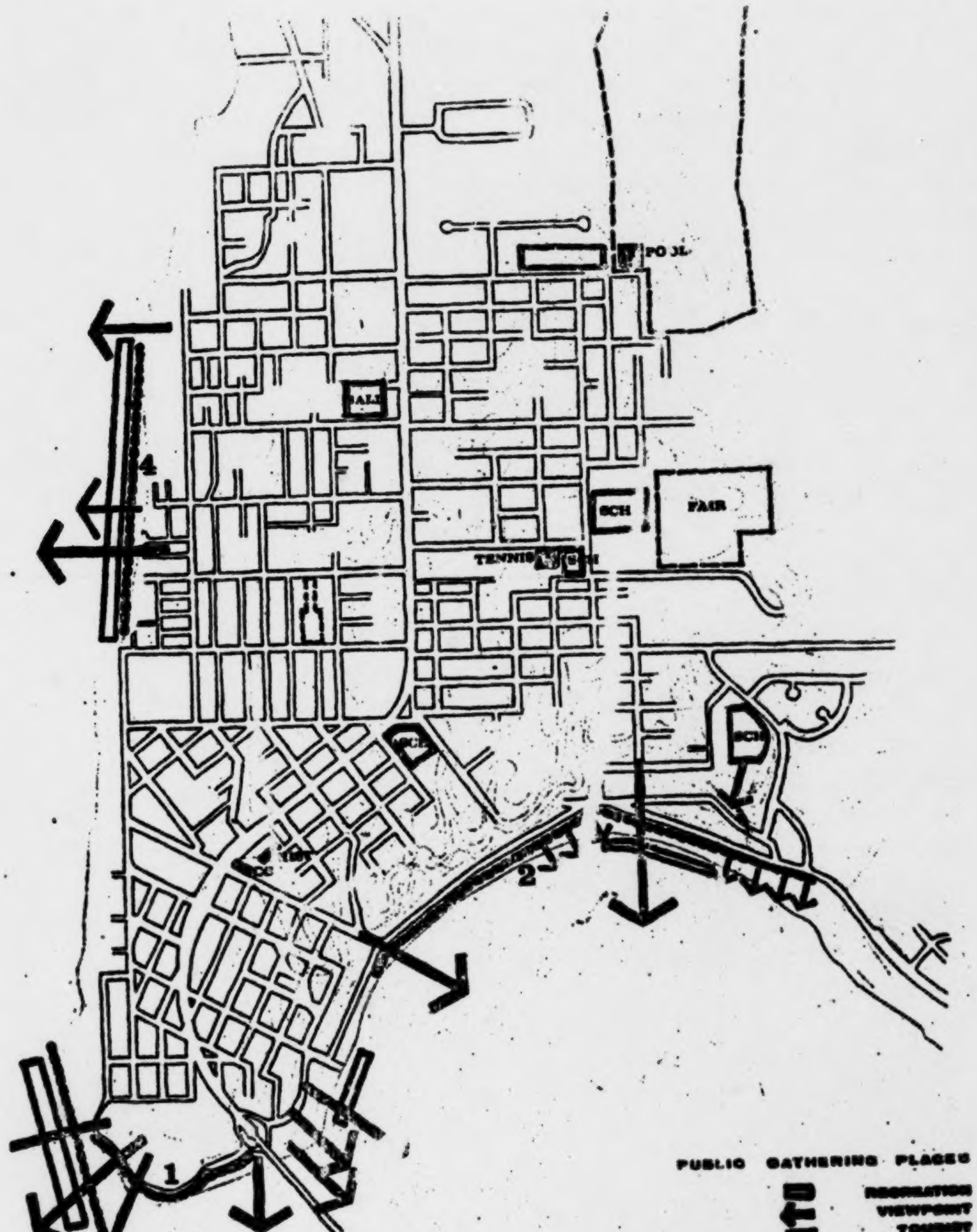
The goal is for the enrichment of the lives of those mature men and women who seek fellowship study, activity and services.

To provide opportunities for each group member to use his abilities and skills in a variety of activities.

ESTABLISHED ACTIVITY CENTERS

Shopping
- Safeway & Pacific Village
- Lincoln Center
- Alder Street to Angle Street
- Nye Beach
- Bay Front Center

Schools
- Central, San Case, Yaquina, Lincoln Jr. High, Newport High.


POOL
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PUBLIC GATHERING PLACES
RECREATION
VIEWPOINT
TOURIST

Recreation - Viewpoints - Tourist

NEWPORT

Parks

City Park, Yaquina Bay State Park, Founders Park

Churches

Assembly of God, Atonement Lutheran Church, First Baptist, Calvary Southern Baptist, Catholic, Christian, Church of Jesus Christ of Latter Day Saints, Nazarene, St. Stephen's Episcopal, Christian Science Reading Room

Organizations

American Legion, Eagles, Elks & Elketts, Boy and Girl Scouts, Home Extension Units, 4-H, Masonic, Chamber of Commerce, Jr. Chamber of Commerce, Rotary, Toastmistress, Oregon Coast Association, IOOF Lodge, Red Cross, Bowling Leagues, PTA's

Meeting Rooms

Armory, Central Lincoln PUD, Newport City Hall, Lincoln County Court House, Lincoln City Fair Grounds, Pioneer National Title Ins. Co.

Specific

Historical Log House, Log Museum, Newport City Library, Little League Field, Newport Swimming Pool, tennis court, bowling alley, theater, TG Dance Hall, Yaquina Art Center

ESTABLISHED WITH POTENTIALS FOR DEVELOPMENT

City park, fair grounds, Nye Beach, Jump-Off-Joe area, Bay front.

CENTERS THAT NEED DEVELOPING

Neighborhood parks, parking on Bay front and ocean access, multipurpose centers at Nye Beach, fairgrounds or city park, hobby crafts, kitchen facilities for large gatherings, and other.

PROMOTABLE NATURAL ACTIVITIES

Ocean

Rock collecting, picnic, walking, beach combing, surfing, skim boarding, fishing and clamming.

Bay Front

Boating, fishing & clams, tours

Vicinity

Deer hunting, bike riding (motor and other) horse riding, nature, oceanography, study.

RECOMMENDATIONS

1. Small area parks for Nye Beach older people and small children.
2. Development, equipping and staffing of a city park with year round activities for all age groups.
3. Make shopping areas more attractive by use of street plantings to break up monotony of paved parking areas.
4. Development of fairground buildings and riding trails for horseback riders and trails for hikers and bike riders.
5. Covered area (mall) in shopping center for gatherings, displays (e.g. Pony Village), sidewalk cafe, etc.
6. Community College

6. Cultural Opportunities

This report covers only those activities which have some support from city, county or state sources. Still to be considered are opportunities provided by private and group activity, e.g. Underseas Gardens, Neptune's Wharf Restaurant, Lincoln County Concert Association, Writer's Workshop, etc. A general analysis is due also.

City, county and state facilities covered include: Newport Public Library, Yaquina Art Association, Lincoln County School District Adult Education Program, Lincoln County Historical Society, Oregon State University Marine Science Center.

Cultural Organizations, City

Newport Public Library

Location: 251 West Olive   Volumes: 11,698
Support: City   Circulation: 30,279
Personnel: 1½ paid, 3 volunteer   Registered Patrons: 2757
Activities: Summer reading program for grades 1-6

More space and staff needed. An organization such as "Friends of the Library" could recruit more volunteer help and also institute service activities. A sign nearer the street and on the corner of Highway 101 and Olive would also help identify the location. The building itself is quite attractive, and both it and the grounds appear to be well maintained.

Yaquina Art Association

Location: 839 N.W. Beach Drive (Nye Beach area).
Support: Building was deeded to the association for use as Art Center. Upkeep and other expenses are met by the Assn.
Purpose: To provide exhibition space, studio and sales space for the membership and to provide exhibitions open to the public, also mainly from the membership.
Other Activities: Pre-school class (about 40), demonstrations of techniques, work sessions, rummage-art sales, exhibit work in business places (mainly restaurants), classes.
Membership: About 100 including junior memberships. Attendance at monthly meetings about 15-20, mainly by board members, which numbers 16.

The building is old with a Nye Beach dilapidation about it. The fact that it is so close to the ocean with the west side window defies good lighting and proper showing of work. Since the place needs repair, the problem of security also arises. The location is not in the best interest of the public, except for tourists.

Cultural Organizations, County

Lincoln County School District Adult Education

Purpose: To provide opportunity for adults and out-of-school youth to enrich their social, civic, cultural, vocational and family life (age over 17).

Support: Largely self-supporting through fees with the district providing classrooms. Therefore, most classes are held in public schools through the county.

Enrollment has steadily increased to 635 in 1967-68.

Other services: College level courses, in cooperation with the State System of Higher Education, provides courses for credit for those persons qualified. Enrollment, largely teachers, is about 100. General Education Development tests are administered four times a year. Classes in preparation for the test are available also. In the past two years the test has been given to 83 persons.

Lincoln County Historical Society

Location of Museum: 579 S.W. 9th

Purpose: To study the history of Lincoln County and preserve historical artifacts and sites.

Support: Partially supported by county taxes. Other support through volunteer work and donations.

Membership: About 85, age level mainly middle age and older.

Activities: Meetings are held once a month in the City Hall.
Lectures by outside speakers on topics of historical interest.
Work in the Museum
The Society was instrumental in preserving the Little Log Church as an historical site at Yachats.

This group is attempting to attain "quality". Members have traveled elsewhere to inspect museum installation practices, etc. As a result, this small but attractive looking building houses a small, but dignified, display of artifacts.

Cultural Organizations, State

Oregon State University Marine Science Center

Location: Yaquina Bay, South Beach

One of the functions of the Center is to supplement community facilities for public lectures, educational meetings, and science conferences.

The Center offers the following public services for all ages:

1. Free admission to the museum-aquarium
2. Tours - special attention is given to educational facets for children; groups K,1,2,3...4,5,6...7,8,9...10,11,12.
3. Lectures: Two winter series, one dealing with marine topics, the other with general cultural subjects. One summer series deals with marine topics.

All services to the public are geared to the enlightenment and comprehension of the layman.

NYE BEACH COMMUNITY FACILITY STUDY

Michael Utsey
Instructor in Architecture

Newport presently has an identifiable structure and nodes. The bay front, the park, and the bridge are stable and vital places, their picturesqueness and visual qualities are well known and attract tourists as well as locals.

But the ocean front, which was the attraction for earlier tourists and summer residents, with its ease of access through the Nye Beach "draw" to the downtown commercial area, has never regained its original popularity and use. The facilities which grouped around the entrance to the beach have steadily decayed, property values have declined and residents, afraid of increased taxes, have concentrated on maintaining interiors while allowing exteriors to seem uncared for--a false front ghetto.

The original qualities of Nye Beach still exist. It is still possible to wander the beach, build sand castles, sun bathe in the privacy of a driftwood nest, which keeps out the wind but frames vistas, and of course nothing can quiet the roar of the waves.

The views of Yaquina Head, the miles of sand to be combed, the vagaries of wind and weather and the Pacific Ocean are constants. Decaying institutions, rising taxes and poverty do not erode the qualities of the ocean's edge.

It would be naive to think that a physical proposal could solve the problems of Nye Beach--it is a social, psychological and physical problem. But it is also possible to think of a physical input which might help the community begin to look at itself. This physical input was the object of this study.

How does one revitalize a place, enhance the position of existing worthwhile institutions and make space for a variety of age groups to come to a common place without conflict?

The first problem was site. The one studied seemed ideal for a variety of reasons. The Nye Beach "draw" is the only real public connection to the beach. It is the center of neighborhood commercial activity for a prodominately elderly population and therefore within walking distance for a great majority of the elderly citizens who would be major users of the facility.

The site is the connection to the beach, one of the congregating points of the teenagers of the town who are also to be major users of the facility. It is adjacent to the Art Center and would provide some expanded facilities for its interest. Above all, it is a public place by nature, the city's connection to the Pacific via its "finger draws"and park system, a unique gap in the cliff, a vantage point. At present it is an eyesore.

The proposal consists of a series of spaces to provide for community and recreational needs. The walker would enter a pedestrian street on the south side of the "draw"--an extension of the present open space associated with the commercial activity. The community facility would be on the north, and small commercial properties on the south--restaurants, curio and rock shops, perhaps a bar, perhaps a gallery, and upper floors could be extensions of the ground floor activity or housing.

At the end of the pedestrian street there would be steps down to the beach, an overlook, etc. Here, also, is the westernmost section of the facility--a "beach joint"--an area enclosed by boardwalk and windwall which would allow use of the beach for more days of the year with the wind doors open for view when the wind permits and adjustable for wind direction.

At this lowest level one finds a central multi-purpose space running through the building from west to east ending in a sunken court which contains stairs up to the first floor. The west end would have plexiglass doors to avoid a venturi effect during windy periods. On the north would be a crafts studio and public restrooms. The studio would have the ability to connect to the central space for added crafts area during the day.

On the south side of the central space is the "teen place" which can be entered from the "beach joint" or the pedestrian street or from the central space. This space has purposefully not been designed as the teenagers should have that opportunity. It has a potential of providing a great number of choices and can also open up to the central space--for dances, games, etc. It is important that the "teen place" be accessible from the outside--the pedestrian street and the beach, as well as have a visual connection to the parking lot via the sunken court-central space.

The first floor is given to flexible meeting space and a kitchen. It is accessible from the parking lot (east), the pedestrian street (south), and from below via the stairs in the court, as well as by an exterior ramp down from upper levels and an interior stair. There is a stage platform at the south and storage at the north end with a serving area connecting it to the kitchen. The kitchen has a separate service porch connecting to the street on the north side of the "draw".

The mezzanine contains an office, meeting rooms and restrooms. The meeting rooms borrow light from the meeting hall on their west and have a view into the "beach joint" and out to sea.

The top level is a plexiglass enclosure which is open on the east, has a ramp connection to the floor of the "draw" and the other facilities, as well as a bridge connection to Cliff Street on the south and the possibility of a bridge connection to the north bank of the "draw". This deck allows one a panorama from Yaquina Head to the bar, protection from the wind, a place to sun, a place for knitting, conversation, shuffleboard, reading, painting and watching. It is the plaza of the complex--one which understands the climate. It shelters from wind and fog, captures each lingering ray of sun and has an overview of activity and serene beauty.

This community facility, it is hoped, would be like a driftwood shelter on the beach, which keeps out the wind but frames vistas and provides a place to observe and communicate with nature and man, either in solitude or in the spirit of community.

NEWPORT ENVIRONMENTAL CHECKLIST

William H. Havens
Department of Landscape Architecture
University of Oregon

Does my community have these resources?
Does it have other resources that should be developed?

WATER RESOURCES

Natural Resources (Intrinsic Resources)

1. Waterfalls, rapids, white-water
2. Bathing beaches, swimming facilities
3. Natural springs, artesian flows
4. Exceptional islands
5. Fish habitat

Man-Made Facilities (Extrinsic Resources)

6. Boating facilities, ramps
7. Fuel, repair, and supply facilities
8. Marinas
9. Boating areas
10. Outfitting posts
11. Harbors of refuge
12. Canals, Locks, drainage ways
13. Camp sites
14. Dams, reservoirs, mill ponds
15. Light houses
16. Fish hatcheries

INLAND RESOURCES

Natural Resources (Intrinsic Resources)

17. Exceptional wetlands
18. Wetland projects, levees, etc.
19. Wildlife observation and hunting
20. Wildlife and hunting preserves

TOPOGRAPHICAL RESOURCES

Natural Values (Unique Geological Formations)

21. Caves
22. Castle Rocks
23. Exceptional bluffs and/or cliffs
24. Stones and fossil-collection areas
25. Mineral-ore outcroppings
26. Outstanding soil conservation

Man-Made Values

27. Ski lifts, tows, slope structure, trails
28. Skiing (cross country)
29. Snow play areas - sledding, etc.
30. Riding and hiking
31. Nature trails
32. Trail shelters
33. Picnic areas
34. Golf courses
35. Youth, nature, and day camps

VEGETATION RESOURCES

Natural Resources

36. Virgin stands (familiar)
37. Rare remnants
38. Outstanding reforestation
39. Wildflowers and specimens (trees, etc.)
40. Unusual crops
41. Orchards

Man-Made Resources

42. Fire towers, trails, breaks
43. State and County Forests
44. State and County parks
45. State recreation areas
46. Nat'l. parks and forests

HISTORICAL AND CULTURAL RESOURCES

Man-Made Resources

47. Blacksmith shops
48. Bridges (covered, etc.)
49. Trading posts
50. Old mills, mines, and forts
51. Taverns and saloons
52. Opera Houses
53. Historical homes and markers
54. Barracks
55. Lumber camps
56. Battle fields
57. Historical and art museums
58. Restaurants (native dishes)
59. Native handicrafts
60. Local festivities, celebrations
61. Outstanding farmers' markets
62. Modern mines and mills
63. Power plants
64. Interesting Industries (open)
65. Berry picking
66. Ghost towns
67. Artillery & rifle shooting ranges
68. Outstanding Buildings
69. Theaters
70. Existing public & private land

ARCHEOLOGICAL RESOURCES

71. Effigy mounds
72. Petioglyph
73. Mineral Deposits
74. Camp and village sites
75. Ford
76. Cache pit
77. Trail
78. Cemetery

WILDLIFE

Natural Resources

79. Big and small game
80. Water fowl
81. Birds

TOURIST SERVICE FACILITIES

82. Accommodations
83. Hospital
84. Toilet Facilities
85. Restaurants

NEWPORT

PROGRAM SUMMARY AND EVALUATION STATEMENTS

Earl E. Moursund
Associate Professor of Architecture
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The concept of identity, as it relates to environment, is understood to mean the distinctions and associations that men make about and with their surroundings, from their individual dwelling, their streets, parks, squares, centers, to the larger environment of their town or city. If something "stands out" so that the inhabitants are able to identify or respond to the environment at these various levels,that element "works" to give the community some distinctive identity. If the environment offers them multiple opportunities for identifying distinctions and associations, it might be thought of as a "rich" environment.

Much as inhabitants in sections of block developments and standardized tract housing have often complained that their environments were monotonous, inhuman, sterile, and that nothing stood out with which they might identify; so groups of inhabitants in whole towns (such as the teenagers in Newport) state that their town was boring, the opportunities for choice were extremely limited and that there was little at any level with which they could identify, as related to themselves and their activities.

The study of the identity of a town such as was made at Newport is a search for ways in which an existing town at all levels can be made more responsive to its inhabitants. This study was an evaluation of existing and potential environmental resources of a town and possible alternatives for future development to achieve a stronger identity.

Program-Methods During the program at Newport the assigned Institute for Community Art Studies staff introduced and discussed various topics (some listed below) through means of television to the townspeople,and through lectures and slides to a participating citizens committee. After the discussions sub-committees continued their work in gathering and evaluating detailed information under the supervision of an ICAS staff member. (See committee lists). The information was cross indexed and the participants reported to each other on the sub-committee, to the overall committee and eventually to the townspeople through the television. Slides, maps, models and diagrams made by committees and ICAS staff were used to document information and project various directions.

Subjects-Concepts (See outlines of committees, history, gathering places, etc.)

The following is a list of some of the subjects introduced and explored. One main cross index of subjects included the natural surroundings of the town site--the topography, watershed, Yaquina Bay, and ocean as compared with the built environment of the town itself, streets, buildings, gathering places. Many sub-committees found the subjects overlapped and the assigned headings of the sub-committees indicated this.

It should be reiterated that the context for investigation of the subjects was the responsiveness of the town to its inhabitants and other aspects of identity as defined above.

1. Topographical features of the site of Newport and the Yaquina Bay.
2. Existing systems of watersheds, drainage, and other aspects of the surroundings influencing the "shape" of the town.
3. Wildlife peculiar to the land and waters of the area--conservation and harvesting.
4. Support and preservation of the distinctive land patterns and wildlife habitations.
5. Operational systems of man (harbors, bars, jettes, channels) necessary to develop resources in the particular site and which also shape the existing surroundings in a distinctive way.
6. The composite settlement or town, as a man-made operational system derived from the particular site and its special uses.
7. Historical tracking of settlement in relation to land resources.
8. The distinctive and characteristic aspects of the settlement pattern as a whole.
9. Distinctive aspects of various quarters of the town.
10. Specialized nature of component places in the town because of use and/or site resources. (Old lighthouse park, harbor, beaches)
11. Disintegration of distinctive aspects of the town. (Old town square by town hall)
12. Fracturing and disruption of town formation by Highway 101 through center--advantages and disadvantages.
13. Evolutionary aspects of town change; orderly change and successions.
14. Historical tracking of events in the fabric (physical) of the town.
15. Survey and cross-indexing existing use patterns and associations by inhabitants (housing, shopping, recreational, etc.) and obvious conflicts or lacking qualities.
16. Drawing together again the dismembered town parts to re-assert their integral contribution to the composite (i.e. Nye Beach as good residential area).
17. Relationships between internally oriented operations (shopping, schools-no view) and externally oriented operations (recreation-view of ocean or bay.)
18. Use and identity potential of the verge between (1) built and natural environment and (2) land and sea or bay.

19. The special nature of the town and its component places in accounting for overlapping and interacting uses (i.e. townsites and people).
20. Rehabilitation of certain quarters of the town which in themselves create special places (Nye Beach).
21. Recognition and preservation of single buildings and groups of buildings as cultural, historic or architectural landmarks.
22. Projection of town growth and examination of the various directions and patterns possible according to the set of values maintained. (1) Build only on harbor site and reforest oceanside (Nye Beach) as a park or (2) reinforce segmental quarter with green belts, not the town as a unit.
23. Projection of detailed aspects achieving stronger identity, i.e. (1) color scheme for Nye Beach or (2) green-fingers gully walkways through town community center for multi-group use in Nye Beach.

Evaluation The overall objective to a degree was achieved, that is to help the townspeople, particularly those willing to participate, find some meaning in the built environment and the consequences of decision making on the shape of the environment. The general feedback from the program, even from those who only indirectly participated through television, indicated more concern about where the town was going and about some of its deficiencies. Even the planning commission had to revise their own somewhat negative attitude about "advocacy planning" and recognize the source and possibilities of the studies presented by the participating groups.

The people of this town or any town who are having difficulty in finding identity in the physical environment probably have difficulty also in identifying themselves as a part of a social unit as well; that is, recognizing the nature of the "community concerns" and their part in the community.

Therefore, one cannot expect a good cross section of townspeople, nor expect a dynamic group involvement at these initial programs and meetings. Study of identity of the built environment should heighten awareness of the natural identity and a spiral starts, leading eventually to a general community concern--a large, active, and vital group, who are aware of their part in the community and aware of how the environment might be more responsive to them.

The Institute for Community Art Studies program in a sense is starting from zero in most of these towns. In Newport we were fortunate to have a small dependable group, including students, retired people and officials who contributed directly by working on committees, surveys and reports. The manager of the port, the ex-mayor and others made strong contributions, but with the input from I.C.A.S. we should have gotten an even larger number and a better cross section of the town represented, including more merchants, housewives, fishermen, etc.

Sustaining committee interest, particularly in the information gathering stage, without drawing conclusions was difficult over the relatively long period of time. Most of the townspeople would have preferred making "off the cuff" solutions. Such suggestions for solutions were superficial and usually "hackneyed" but in the end, I believe, they saw that decision making had to depend on many factors to be of value. The difference between college students and townspeople was marked in this respect and one might ponder how we might account for the differences in establishing another program.

Some of the townspeople, usually those who attended only one meeting or television program, interpreted the study as a beautification project or as official planning or as image making. However, I think the study did indicate to many that they have a part and stake in their community, however they interpret the objectives. The tangible results of the city administration initiating the planning of a new recreational center and the purchasing of land for a continuous park system, as well as a new empathy with Nye Beach, should demonstrate just what such a "townspeople study" can do for their town, although the central purpose of such a study is an educational one.

Mrs. Marian Stovall
Newport, Oregon

I was one of the original members of the committee who went to the Village Green two years ago. After we returned from the conference we held a meeting to which some of the city officials and everyone who could, came. The first thing we did was to talk about a name for our committee. Several came to mind and were rejected because we were associating everything with the word beautification. We decided on the name of Community Identity Study Committee.

The next step we took was to go to the city council and be formally recognized as a committee. Several of the members went to the Rotary Club and presented slides from the University of Oregon and also some of our own. Then we had a "brainstorming meeting" with members of the University of Oregon, students, city officials, educators, people who expressed interest in this type of work and people who were from the various fields of art.

The Institute for Community Art Studies staff and students from the Department of Architecture at the University made a survey of Newport. After the survey was taken the students brought back the information to the school and made charts of their analysis. The results were presented at a town meeting which was held over a two day period and I think we had quite a large turn-out. We had advertised the town meeting on the radio and quite a few articles in the newspaper. We sent letters of invitation to various organizations and service clubs and even called people we thought might be interested in coming.

We decided to present a series of television programs which would explain the results of the various studies that had been made by townspeople and students as part of the I.C.A.S. project in Newport. We solicited members and we planned our strategy first and decided to send out news releases over T.V. and radio. We got wonderful cooperation from our local newspapers. We sent out many, many letters and invited schools to participate,especially in the Senior Problems Class at Newport High School. We called a general meeting before this, of the original committee who met with University staff and pre-assigned members to committees. We had a list of all the committees and knew most of the people who we were trying to get on a committee. We knew what their special areas of interest were and so we assigned them to a committee and if they didn't like that one they could change.

We invited everyone who was interested, to come to our first general meeting. Then we assigned them to a committee and they were set up in separate groups so that they could be off by themselves. After the first meeting these groups met independently, on whatever night they could get together,and carried out their assignments. Some were involved in just drawing maps, others driving around town and seeing things that they had never thought about looking for before. A report from the committee was given and discussed at the general meeting. We had ten meetings altogether. At the last meeting the recommendations were made by each committee as to what should be done with the findings of each group. One sub-committee was made up of the Senior Problems class at the high school. They had been very active on the committee and contributed a lot. The enthusiasm of all the members of the committee was probably one of the most important factors contributing to the success of the project. We also had a booth at the local county fair using models by architecture students of the survey information.

These are some of the projects I think are the direct result of the findings of the committee.

1. We initiated a student summer recreation program. It is something that we have never had in Newport before. This consisted of organized playground activities for children, a city bus to haul the kids around.
2. We had an outing with the Senior Citizens group.
3. Newport has been developing Green Finger Park. There is an expanse of land that is patterned like green fingers coming out of Nye Beach. The city bought one of the green fingers. It is a canyon bottom and it has a little stream running along the bottom. Through the program we have developed it into a neighborhood park where children can play and people can go to have picnics and just walk along the trails. This was officially dedicated at a picnic on a Sunday about a month ago.

4. The city has purchased a bus to be used for transporting the elderly people who have no transportation.
5. A new Nye Beach Improvement Committee has been formed to work on cleaning up and improving that section of town. They are already working on getting paving for some of the streets in that area.
6. The city is working on the problem of parking on the Bay front and is trying to get more parking spaces.
7. The telephone company is going to remove the wires from Highway 101 and put them along the alley behind the stores.
8. We have had a program for removing old dilapidated and unoccupied houses in the Nye Beach area. We are now looking at these kinds of houses to see if some of them might be fixed up and used. This would help preserve the identity of this part of town.

William H. Havens
Assistant Professor Landscape Architecture
University of Oregon

The Newport study began as a search for community identity. It expanded to include a study of people and their environmental resources. Our principal objective was an attempt to understand the community as it existed. We asked questions which encouraged people to look at their community and thus become aware of their environment. We saw the role of university participants as educators who could provide frames of reference for looking at the community. We were not planners; indeed, we intentionally steered clear of any look into the future. Rather, our objective was to discover what exists now, today, in Newport.

We looked at people and their activities. We looked at place; Newport and the Yaquina Bay area. We considered identity and relationship in a specific context. We sought the meaning and purpose of Newport. What was the kind and quality of life to be experienced there? Who are the people who live there? What do they value? What do they think about their community and about their natural setting? Does their landscape and community-scape accomodate their needs?

We looked at the natural base; at the magnificent ocean edge, the substantial bay, and the river; at the hills and terraces and gullies; at the vegetative patterns; at the climate; at wildlife; at many of the natural features which comprised the natural base. We asked what was of value on the land and in the water. Where were the quality resource values to be found in the landscape?

We looked at the man-made patterns of residences, neighborhoods, activities; and we explored the past by looking at the history of settlement and use. We discussed likes and dislikes, needs and wants, and other programs and studies which were taking place or were completed. We discovered differences of opinion and conflicting views; even some misunderstandings. Many issues took form and substance which permitted conclusion with resultant opportunity.

Where is Newport? We saw that it exists on the edge of a continent, where the land meeds the sea. Three thousand miles of land to the east and many more thousands of water to the west. We saw that it existed at a place on U. S. Highway 101, an inter-continental ribbon from Mexico to Canada. More specifically, we saw that it existed on a substantial bay; the mouth of the Yaquina River and a portal to the sea. This bay is significant because there aren't many sizable ones along the western edge of the United States; particularly not many in Oregon. We later discovered values in this bay which make it very important to the people of Newport; indeed, to Oregon and the entire United States.

So, where is Newport? And what is Newport? Nature has, in process through millions of years, evolved a unique combination of geology, soils, water, terrain, vegetation and climate to create the place of Newport and the Yaquina Bay. Man came, settled, and developed in ways responsive to the natural values which existed at that place. And his development and use can be seen today in patterns of housing, roads, utilities, stores, schools, and all the myriad manifestations of the search for life at a particular place. Do we then, today, have a community?

In Newport, we found not one, but four communities. We found a community related to the ocean front - historic Nye Beach. We found a community related to the Bay, with fishing and shipping and restaurants and tourists and ocean research. We found a community related to U.S. 101 in typical strip response along a major highway. We found a community of homes to the east on higher ground; new, known to the people who live there, but not recalled by the visitor because these new homes are typical suburban homes of Anywhere, USA. Four communities in one; apart in identity and relationship, yet inextricably bound between mountain and sea and river and bay.

To look at all four communities-in-one, we determined several common activity patterns and subjects of concern. The mechanics of the study thus permitted the evolution of six working committees to pursue an awareness of environment.

A SUMMARY DESCRIPTION OF

THE ENVIRONMENTAL STUDY OF BEND, OREGON

William Kleinsasser
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Existing situation in Bend and development of procedure: When the environmental study of Bend began there were already at least seven other studies of various parts and aspects of the place underway. Because of this, we thought that much basic information would be available there and the reasons for an environmental study clear in the minds of the people. But, this was not altogether true.

As far as we could tell by our early observations and conversations, the existing projects in Bend were producing very little that seemed relevant, very little confidence, and very little enthusiasm. They all seemed conceptually and temporally limited; their own boundaries narrow and fixed. No one seemed to be making serious analyses of existing procedures, frames of reference, and institutions; no one was challenging them or adding to them. Results seemed somehow to miss the point. New insight and new inter-relationships between projects were not being realized. Nothing seemed to be happening. But, perhaps this was intentional; at least inevitable.

Representation in the study groups was limited to very small segments of the community. Even though the same groups were represented in all of the studies (and others not at all), there seemed to be very little exchange of information or cooperative effort. In fact, when we arrived in Bend, we were told that, "if we wanted to get anything done, we would have to keep it sort of quiet." This atmosphere of defensiveness and distrust seemed to stem from the fact that participation in the existing study groups was more a means of gaining and maintaining status than a serious effort to make comprehensive improvements in the community. Naturally, within this atmosphere, competitiveness replaced common sense and private interests dominated community interests. Common goals were stereotyped;therefore unclear and unreachable. Needless to say, criteria for the development of the physical environment (if they could be called criteria) remained in the vest pockets of a few individuals. Many people remained inarticulate; unsure of exactly how they related to and depended upon their place; dissatisfied, but not knowing exactly why; fearful, but somehow unable to do anything about it. The Institute for Community Arts Studies staff had established contacts with the Art Coordinator for the Bend public schools who gathered together art teachers from the high school and junior college who participated in the meetings. The art coordinator served as the local coordinator of the meetings.

Very generally, this organization took four parts:

The first part consisted of research about the history of Bend and the Bend region; the systems operating there (topographic, geographic, social, political, economic, transportation, services, etc.); those forces which were under the control of people in Bend and those which were not. This research was conducted by two students and one professor and went on for about three months. Included were interpretive studies of causes, patterns, values, value conflicts, the order and meaning of the physical place, choices, impending problems and change, opportunities, alternatives, and the consequences of different combinations of alternatives. Information was gathered by means of readings, interviews, personal observation, photographs, films, and the collection of demographic and other data. Four meetings with townspeople were held to develop more knowledge of local values and needs and to identify the special needs of various special groups (as defined by age, income, occupation, avocation, sex, marital status, family structure, etc.).

The second part of the study began as nine fourth year architectural students were formed into a study group to make additional interpretations of the data and proposals for action which could be discussed with townspeople. Several preparatory discussions were held at the University and then discussions with townspeople and teachers were held in five public meetings in Bend.

The third part of the study was an effort to translate these developed interpretations into physical proposals or probes which, when presented and discussed, would demonstrate possibilities and draw out new response; which would then be more knowledge to feed back into the preceding data. This part was begun in the final meeting with townspeople in Bend and was continued in the form of design projects within the University of Oregon School of Architecture and Allied Arts.

Since we were consciously trying to make it possible for the people in Bend to recognize their own environmental situation and to carry on their own studies after our departure, we tried, throughout these three parts of the study, to make clear that we were searching for understanding of issues and opportunities, rather than conclusions about what should be for the people in Bend. We were asked to express ourselves freely about Bend and "tell them something they did not already know," but we were careful to maintain open discussions so that multiplicity of needs and possibilities, as well as interdependencies, could be discovered. The students involved helped greatly at this point because they were able to make very direct, even blunt, observations without causing hard feelings. Their interpretations were not considered professional and final. They were informed and new, but friendly and not fixed.

The fourth part of our study was our effort to give assistance as consultants to the spin-off projects we were able to generate.

A time accounting is especially important for future planning of similar studies. Rather than a finite project of any size, an ongoing process, (a new institution) based on an ever-growing and ever-adjusted body of information, is the only appropriate means of studying a community's environmental situation. The establishment of the Central Oregon Development Council (described later in this summary), which has the aim and capacity to maintain just such a process, is probably the most promising result of our study in Bend. And, conversely, it is the absence of the cross-communication, interaction of information, and development of relevant goals and priorities that such a process permits what seemed to be at the root of the stalemate we found in Bend when our study began.

A SUMMARY
OF FACULTY-STUDENT STUDIES OF BEND

David S. Clarke
Fifth Year Architectural Student

The need to design for human activity is critical in Bend for two reasons: (1) The regional place is not only one of intense beauty but one of intense loneliness and emptiness. One of the very exciting aspects of Bend is its potential capacity to provide a foil or a balance to the experience of being in its surrounding landscape. (2) Bend is a small community and activity there tends to be limited. The young people who leave Bend go to larger urban places where activity levels are naturally higher due to size. The larger urban community's advantage is that there is a large reservoir of energy producing places and people. It is in the small community, like Bend, where the possibility of an activity drought exists. The urgency arises geometrically when we realize that the less you have now, the less you will have later. The dynamics of activity are such that its growth either way is accelerative. The more active a place and its people, the more active people are attracted to it; conversely, the more the activity level of a place and its people decreases, the faster activity-seeking people look for new and more vital centers.

In our analysis of the activity patterns of Bend we have noticed a shift over the last decade of activity away from the downtown and out to the strips. This forces us to re-analyze our thoughts about the downtown, to think about it in terms of this new development: the urban strip. The chief example of strip development in Bend is on 3rd Street, and to a lesser degree, Greenwood and Franklin Avenues. Since the strip caters to that strange schizoid "Car-Man" it configures itself according to the least common denominator of its mobility -- the car. It follows a car route: a road, a highway. Molded as it is by the car, the strip is just as uninvolving as the car is. Which is to say that it is uninvolving with respect to people on a face-to-face basis. It can be very engaging with respect to signs and other visual phenomena, just as a person can get very involved with all that is transpiring within the confines of his own car. But involvement with other people takes place only in a very indirect way, sometimes three or four times removed.

The strip provides little "penetration" into the life of the community. Situated as it is on a highway, a great many of its users are people who simply pass through or merely stop for gas and/or food. Penetration in this sense might be taken as meaning spatial involvement. Going from store to store usually means getting in your car, getting onto the highway and getting off again. Here we can say that car movement is continuous, while pedestrian movement is discontinuous.

At this point we can begin to ask serious questions about the worth of the strip, the values it expresses, and the human needs it satisfies. We ought to note, right off, that in some ways the strip is a very healthy thing indeed. New construction abounds and its growth is rapid. Part of the image of its rapid growth is that it takes up so much space. This is partly because land is cheap and partly because of the enormous amount of room people think it takes to move cars around in. The strip is very convenient for certain kinds of shopping. One whole category of this type is car needs. The strip is the ideal place for gas stations, repair shops, auto parts houses, etc. In fact, this type of use is symbolic. The strip becomes a very convenient place to shop when you only want one thing or only want to go to one place. Thus for the busy housewife who wants to go to the store quickly and not make an event out of it, the strip is a handy place to go. It may not be very ceremonious, but then this might be a very small part of a busy schedule. The strip is the ideal place for drop-off and pick-up establishments such as dry cleaners and laundries. The key here seems to be short-term or errand activity. Thus in a busy day even eating might get relegated to an errand status, whereupon one goes to a drive-in restaurant where the affair can be taken care of in fifteen minutes. The strip gets things done and quickly; people turn-over is high and the pace is rapid. For activities fitting this nature the form of the strip and the convenience of the car for motoring and trucking are an unbeatable combination and ought to be recognized as such and reinforced.

It is also to be recognized that the needs that the strip fulfills are largely utilitarian; they have to be done but it can hardly be said that they enrich human experience in their own right. The exciting experience of being around busy people is somehow vacant and empty; it occurs at too great a distance and through too many screens. The intensity of the activity is mostly that of machines, not people.

There may be a lot of people on the strip but they are far away. Even when they are close it is infinitely easier to ignore each other when they are on the strip. There might be a lot of activity on the strip but it is seldom very intense in any one place; and you, or anyone, can only be in one place at a time. There are visible signs of goods on the strip but few goods or commodities are actually visible. That is why car dealerships and used car lots work so well on the strip. Their products are big enough and weatherproof enough to be actually out on display. Something that large makes its own best sign. We can think of no greater business to establish itself on the strip than a place that sells earth-moving equipment. It fits in beautifully with scale of the strip. The machines are large enough to be grasped visually in a glance, especially since they are usually painted bright orange or red.

Having characterized the strip very briefly, its assets and disadvantages, we can begin to make the transition to the real object of our study: the downtown area. The two together--the strip(s) and the central business district (CBD) make up the bulk of Bend's light commercial enterprises. They are the realm of the small businessman and the hub of the town cooperative activity. Since they explain and influence each other so much it is their relation that we are concerned with as much as the downtown by itself.

Our investigation takes place downtown for several reasons. For one thing, it is an urban entity shared by all, at least potentially. For another, it has the potential of providing for a wide spectrum of human activity. In fact, and we think this is important, the downtown,or CBD satisfies certain needs that no other part of town can hope to satisfy, simply on the basis of its form and its mechanics. Further, the downtown is in trouble; it has been and is now showing symptoms of slowing down.

Bend's CBD, like most towns', antedates the development of the strip. That means that Bend's messages about its past are likely to lie in the downtown area. And they do, e.g., the Pilot Butte Inn. Strips tend to be alike throughout the nation for several reasons: (1) They are the repositories of many chain enterprises, businesses and buildings which are standardized throughout the nation. (2) Strips have tended to be built recently and quickly so that they are stylistically similar in their architecture. (3) Strips are more regional in character to begin with, being located on highways. Conversely, downtowns are more distinctive from town to town and each tend to have more architectural variety within them, having been built over a longer period of time and responding to particular local and regional forces. Bend is a good example, with its wonderful old brick buildings, its Post Office,which strongly resembles the Petit Trisnon at Versailles, and its Pilot Butte Inn-a tremendous variety of building styles and types. We take this as a symbol of what the downtown wants to be. Being the main bearer of a town's past gives the CBD a sense of tradition lacking at the strip developments.

Until now the mutual influences of the strip and the CBD have been destructive. They are in competition with each other and, of course, the downtown is losing the battle; in fact, it has no hope of winning al long as it continues to fight on the strips' own grounds--that of car convenience and cheap land. The result? Progress on the strip occurs in a confused way, very often with inappropriate uses starting or relocating there. The CBD loses its businesses as they relocate on the strip and it gets frustrated at trying to provide the same parking services that the strip has; it sees the strip as succeeding and therefore tries to be like it, which it never can be.

We suggest that if the relationship between the CBD and the strip is seen in the right light they can be the best thing for each other. Instead of competing with each other they ought to compliment and define each other. They should act as foils, providing clear choice and balance in the urban fabric of any town. Our proposal then is to find out what the CBD wants to be in the face of the strip and the problems and the needs of the people.

We suggest that the CBD wants to be a true pedestrian place, where the car is a discontinuous element and the person on foot is continuous; just the opposite of the strip. Several existing conditions suggest this. The CBD is contained; to the west it is bounded by the river and to the east by the hospital hill. To the north we have the rock pile and the gentle crest of the slope upwards. To the south Wall and Bond Streets have termini at the church and school and the bus garage respectively. This containment naturally sets up walkable distances and helps to define the physical place.

Another amenity is the spaces between the buildings. The spaces between the buildings at the strip are reasonable only in terms of the car and their directionality is limited to up and down the strip. CBD spaces are more pedestrian in scale and offer more directions to move in. There are basically two categories of spaces between buildings in the downtown: the streets, defined by the facades of the buildings and those spaces defined by the sides and the rears of buildings. Initially, the most important and the most purposeful spaces between buildings were the former. Spaces formed by the sides and the backs were largely accidental. In spite of, and perhaps because of this, they have the capacity of offering the pedestrian many more spaces to chose from than the street sidewalks. The street sidewalks are token spin-offs of the street. As such they cater to the least common denominators of mobility, the car, and do not allow for the pedestrian's freedom to walk in other directions.

This is ridiculous in terms of the mobility of a pedestrian and a prime reason why downtowns have little interesting changes in form. At present the ways of getting from one place to another downtown are mostly tedious. Nevertheless, there were a few existing clues that underwrote our direction and helped to point the way. We are referring to the development of the backs of stores on Wall Street subsequent to the Mirror Pond parking lot and the passageway on the south side of Wetles. Experiencing these gives a person a territory as a pedestrian. These are people-ways, not edges of car-ways.

Even though the car is intended to play a minor role in the fabric of the CBD we realize its existence must be accounted for. It is seen primarily as a way to get downtown and not as a way of getting around. On this basis our problem is one of car storage. In addition to Mirror Pond parking, we are proposing a parking lot at the base of hospital hill pending the removal of some blighted buildings. Our pedestrian way is then strung between the two main parking lots, east to west, so that after parking the pedestrian is never more than a block from where he wants to go. In addition, we are proposing the narrowing of the streets through angle parking instead of parallel parking. The result of this will be to slow down traffic and encourage the use of the strip (3rd Street) as a through street and access to The Dalles highway. Once the traffic is slowed down we propose mid-block pedestrian crossways with the curbs extended at these points out to the backs of the parked cars. At this point we have doubled the parking facilities and firmly established the pedestrian's right-of-way.

It should be clear by now that our proposals are intended to work within the existing framework of the CBD. This is for several reasons. One is that it simply isn't realistic to propose a development involving extensive changes that no one can afford. Another is that we simply see our proposal as a response to the opportunities and discipline of the existing physical place. We want to offer solutions without threatening the physical and abstract features that make Bend a special place to begin with. It should also be evident by now that we are talking about a fairly limited area at this point. The pedestrian way we have been discussing exists from the Deschutes River to the hospital hill between Minnesota and Oregon Avenues. This represents a first challenge to the dominance of the car-oriented axes of Bond and Wall Streets.

Now that the downtown is beginning to configure itself as a place for walking people, we can think about the most important issues: What do they do there? As it stands, the downtown has limited uses and therefore limited activities. It attempts to sell goods and services and provide a limited amount of office space. There is nothing inherently wrong with this except that it just isn't enough to sustain the activity levels the downtown requires. Each business, each proprietor, shapes his own establishment in terms of his own needs; the downtown becomes a simple sum of their divergent and uncoordinated establishments. This essentially narrow and parochial point of view only accidentally and periodically meets the needs of any given group of consumers. The character of the downtown market has to be a clear choice to the market of the strip otherwise it competes with it. The downtown businessman's concern only rarely extends beyond his own property lines and therein lies his fatal assumption. That can work at the strip where the character of the market is such that stopping at one place or two places is convenient. Where the strip is errand-oriented the downtown must be event-oriented. Where the strip is short-term, the downtown event involves a longer period of time. Thus it is not enough to try to get your customer to come to your store; you also, have to get him to come to all the other stores too. The downtown event has to occur for several reasons, several activities. What kind of commercial activities are best suited for CBD? Recalling that the basic form of the strips' commercial activity is the sign, the basic form of the CBD's commercial activity becomes the display window. The kind of goods that are most appropriate to this form are items where the appearance is a critical factor such as luggage and clothing. The items should be small enough to fit within the scale of the display window form. Items important enough to merit comparative shopping should be downtown and, furthermore, grouped together. The proximity of the related stores makes comparative shopping a successful venture. Commercial activities that take time, such as fitting for a suit or seeing a doctor, ought to occur downtown where it can be turned into an event instead of an errand. Eating, as opposed to grabbing a bit to eat, falls into the same category. Having a number of things to purchase or to do downtown can turn a string of errands into an event, expecially when accompanied by spin-offs like meeting friends and people in a physical place designed with people in mind.

As soon as the businessmen in the community begin to realize that people are not going to come to their stores for their sake alone, the doors can open for amenities directed at the consumer. Along the pedestrian paths,circulating through the middle of the block businesses will have the opportunity of opening their back doors and allowing pedestrian traffic to penetrate through their establishments and perhaps spending money on the way. Restaurants may begin to open up their sides and rears, providing places to gather and eat directly on the mainstream of pedestrian traffic.

Realizing that the kind of activity levels we seek cannot be met by any single set of users, we have tried to set up social identification for different user-sets and yet overlap their facilities so that many different elbows may rub and still keep their respective integrities. Thus teenagers may share a pizza place with skiers and housewives even though the place exists below economy lodging for skiers or a college dormitory. It is important that groups have their own associations such as grouping a ski shop, ski lodge and outdoor clothing store together, but it is also important that they be meshed into the rest of the downtown's activities so that conflicts among the value sets become choices and compliments rather than sources of friction.

As we said before, the more the activity the more the activity. As Bend's downtown ceases to be a boring and limited experience, people will want to live there and residential use will increase. Gradually the vacant second floors of buildings will become desirable places to live for active people and inactive people who simply want to have activity all around them, such as the elderly. As elements of the community college begin to locate downtown, related facilities will develop their own identifiable area with apartments above and book

stores and coffee shops below. Salting the CBD with cultural activities adds to the uses and activities. Bend needs more and better movie houses. There is a real demand for good movies, and no one to supply them. As activities and uses multiply, the system recycles by continuously attracting more and more people. Eventually, and ideally, the CBD would have the same relationship to the whole town of Bend as Bend itself has to Central Oregon as a region: a hub, or a center of activity.

SUMMARY

Principles and Ideas Developed During the Study of Bend

All the problems, all the opportunities, all the people, all the time. The first principle is the need for comprehensiveness. In this country, at least during its development by white men, emphasis has been on individual pieces of environment rather than the total environment. Transport terminals have been built, industrial buildings have been built, public commercial buildings, individual houses, fire stations, schools, bridges, highways, streets, telephone buildings (and lines), and on and on. They have usually been built separately, with little or no concern for the overall room, or series of rooms, or bigger places they were forming. These separate pieces were often grouped together, but this was more often for operational convenience than for the sake of making a total place with as much organization, utility quality, and meaning as the individual parts had; or with as much attention to conditioning the experience of the people present. The character, interest, and vitality of our communities has usually happened because of accidental mixtures of activities, people and interesting places; not because of informed, comprehensive, developed thought.

Now, perhaps because we have been around more and read more and seen more on TV, and because others have, and because we are made more and more aware of the pressing social sicknesses everywhere, we seem to be aspiring to more than this. It seems clearer to us now that it is imperative that we think about the big place, our total environment.

Physically, this bigger place is all that impact and conditioning of experience that is outside the interior of individual buildings and places. The bigger place has been all but invisible to us before; ignored, unimportant, non-existant. The trouble is that it does exist; we live in it, relate to it, depend upon it; we are affected by it. As the Dutch architect, Aldo Van Eyke, puts it, "When people are considered, there can be no outside; only graduated and differentiated inside."

Since the bigger place does include everything outside our individual buildings and places, it is evident that its design must be based on considerations which are comprehensive. This, of course, forces us into great complexity; but, if we wish to base environmental design on considerations which are comprehensive, then we cannot prolong the convenience of thinking in terms of separated, independent categories (which do not really exist); whether they are objects, places, institutions, operations, or requirements. Interrelationships, interactions, variables, are all part of comprehensiveness. Once comprehensiveness is accepted as the frame, there are no more little problems, no more separate problems, no more simple problems.

The thought of all this is discouraging; but the reason for comprehensiveness is compelling. If we wish to stop or counteract all the isolated acts of self interest, of expediency, of thoughtless habit-following, or of plain ignorance that have caused missed opportunities (and worse) for so long; if we want to make physical surroundings which are responsive to the full range of specific needs of individual people and responsive to more general human characteristics and conditions as well, then we have to be comprehensive. Since we know that everything we make both influences and is influenced by its larger context, we need to expand our areas of concern to include as much as possible.

The second principle is that an environmental study must somehow base itself on the values of all people, not just certain groups. All communities are collections and manifestations of many values. All communities contain a great and changing variety of people, and people usually see many things differently. And this, as we know, can produce conflict. So, when we talk about respecting everyone's values and, therefore, being responsive to their needs, we imply that we must be creative in the face of conflict.

Conflicts arising from different values are often intensified by poor communications between and among groups; and this often takes place within a context of poor understanding about the possibility, and sometimes urgency, of communicating and cooperating. This is why, in our meetings in Bend, we tried to carry out a two-part strategy of first getting values out into the open, "on the table," so that they could be understood, respected, discussed, and negotiated; and second, of continually pointing out that successful environmental planning must be based on respect for and creative response to many values, if it is to have much meaning; and that comprehensive self-knowledge is essential if any community is to achieve this creative response.

The third principle is that a successful environmental study needs to come, or seem to come, from the people who are involved in the place. It needs to be a manifestation, in large part, of their values, hopes, and needs, and not those of others. This principle sounds like, but goes beyond, the principle stated above, because the people themselves need to discover the meaning of "creative response to many values," and other similar concepts, if those concepts are to be of much use.

The fourth principle is that an environmental study needs to be based upon the natural order of a place and the meaning, both conscious and unconscious, of that place in the minds of those who depend upon it. Constant probing, shaping, and reiteration of these characteristics need to take place so that they will become thoroughly assimilated and commonly shared values.

The fifth principle is that clear, relevant, detailed criteria must be developed as a basis for making environmental decisions; and that these criteria must be made meaningful. For example, it is not enough to simply refer to the order of a place. It is necessary to expand the meaning of order, to show all of its elements, to show how they change and how they affect one another.

In Bend much commerical activity is now shifting from the town center to the Third Street strip along US Highway 97. Previously, as Bend began to be a regional center, commercial activity shifted from the area around the lumber mill to the present town center. Each shift caused consternation and fear (more now because more investments are affected), but each was the result of forces operating on a scale too large for the citizens of Bend to change. The tremendous growth of our reliance upon automobiles, automobile patterns of activity, and automobile-based services, makes strip development inevitable. Instead of wishing that they could be removed or "painted over," we should study them so that we can organize them to work better, while establishing elsewhere what they cannot provide. Bend is in a very fortunate position because its strip does not coincide with the town center. It is possible through the recognition of this, together with the needs, operations, and potentialities of both the strip and the town center, to make each thrive. Mutual reinforcement, the presence and vitality of each, would greatly enrich the town for everyone.

But for this to be clear and important to everyone, it must be explained in great detail. Individual people must be able to understand what it would mean to them, and what it would mean if something else happened; and if lots of "something elses" happened.

Bend has unique topographic characteristics. It has unique climate characteristics. It has a unique geographic position. People feel these things vaguely, but they do not understand their potentialities and fragility unless detailed explanations and clear demonstrations are made.

It is also necessary to differentiate between "operational" meaning and "experiential" meaning. An environment based on measurable and quantifiable considerations alone is not necessarily a good place to be. The whole range of considerations stemming from the way people relate to and depend upon the environment is essentially experiential; and for this to be clear and important to anyone, a whole, separate kind of investigation, explanation, and demonstration network has to be established.

Certain ideas need to be brought to mind. Certain questions need to be asked. How much of our surroundings should be permanent, established, reliable; how much temporary and flexible? How much do we rely upon being able to change things? How many meaningful ways are there for us to change things? How much should our surroundings adapt to us and how much should we have to adjust to them. How much of our surroundings should be left untouched or developed for multi-use, for many people and many circumstances? How much should be very specifically equipped, shaped, sized, positioned?

How can human activities be supported and reinforced by physical surroundings? When are we making places that invite action, inaction, or the appropriate combination of both? How can we determine the right range of places; and the right rhythm of differences; How can places be made where people can have the right range of contacts with each other? What kinds of contact are necessary? What are the circumstances and requirements of these kinds of contact? How important are they? Does their importance differ from person to person? How much of our environment should be clear and easy to understand; and how much obscure, complex, both confusing and challenging to the mind? How much of it is utilitarian, how much of it is information, how much of it is stimulus, how much of it is condition? How much of it is passive and how much active? Do we respond to it all at once or do we respond to parts of it one after another? Or both? What, and how much, is the physical environment really?

All of these questions have to be asked, and more. They have to be asked again and again; and they have to be answered over and over. Slowly we will learn and adjust the answers, discovering values we didn't have before.

The final principle is that a successful environmental study being comprehensive, people/value-based, and subject to change, must continue; that is, be a process rather than a project. An environmental study needs to include formulation, discussion, testing, changing, restudy, reformulation, and constant recycling. It may be useful to compare this process to the actions of a musician, particularly a rock musician, who simultaneously performs and develops his music. Rock music is both product and experiment; it is never static and constantly adjusts. It has the capacity to meet and to adapt to shifting forces. It is not without discipline, but its discipline is resilient. There is spontaneity, an overlap of action, response, and new action in rock music which has produced, and continues to produce, dynamic, meaningful, particularly appropriate manifestations of life as it is, and many excellent musicians.

Innovation seems to come most often from vigorous, disciplined, continuous attempts at solution. But, we can learn much more before we institutionalize and build. An environmental study should be like a series of public rebirths, each engaging diverse response, assimilating new insight provided by externalization of study and ideas. This kind of process never becomes final except insofar as buildings and places do get made and then exist with some permanence. But even when an environmental study takes the form of completed buildings and places, it is not finished, because the buildings and places themselves, their parts and relationships to context, give back information; and, of course, they change or grow, or are replaced or joined.

An environmental study then seems to be inseparable from actions taken in response to it. It needs to constantly test its own premises. It needs to search for control of all aspects of itself; refining, including, expanding, redirecting, questioning, reformulating, retesting, and so on and on. It needs to include all the people; it needs to develop new criteria and values, it needs to increase public understanding and awareness. It requires constant effort to stay "on top" of the situations it discovers; it requires establishing new institutions to carry on this process. It requires people who are informed, who care, who understand the necessity of working together, and who will.

SPIN-OFF PROJECTS AND NEW STUDIES OF BEND

PURE: Midway through the environmental study of Bend, as we discussed the evolution of the lumber industry there, it became apparent that a new pulp mill within smelling distance of Bend was a very strong possibility as part of the local lumber company's efforts to diversify and expand itself. Almost immediately telephone calls began to be made, and within a week PURE, "Protect our Urban and Rural Environment," was organized and operating. While fear of the polluting effects of the pulp process was the impetus for PURE, it has now broadened itself to be concerned with all forms of pollution, all over the region.

Central Oregon Development Council: Also somewhere in the middle of the Bend study, a young designer of furniture in Bend named Michael Shannon became, as he puts it, "committed to doing something that would carry on what your study had started and get something actually done." Mr. Shannon organized a group of friends and, during the fall of last year, formed CODC, a non-profit corporation to make a continuing study of the Bend region and to communicate the resulting information to the public. This group has now become an official part of Central Oregon Community College and is actively engaged in seeking funding to permit further development.

PILOT BUTTE INN PROJECT: For several years one of the truly important landmarks in Bend, the Pilot Butte Inn, has been in danger of being torn down. Built early in this century (just about when Bend was incorporated as a town), the Inn has long occupied a very special place in the hearts of Oregonians, both because of its unique quality and because of its position and size in the center of town. Jean Knudsen Anderson, one of the architectural students who worked on the Bend study and a former resident of Bend, made the Inn the subject of her work during the study. When much local and regional interest in her work began to show itself, she decided to continue her efforts to demonstrate why and how the Inn could be saved. She is now doing this work for her thesis project in the Department of Architecture and her project will probably be used, along with others mentioned below, as a demonstration project by the Central Oregon Development Council.

INTERIOR ARCHITECTURE DESIGN PROJECT: Mrs. Anderson was also successful in persuading the Interior Architecture Department at the University of Oregon that it should give its third year design students a term-long problem involving the interior design of the Pilot Butte Inn.

THIRD YEAR ARCHITECTURAL DESIGN PROJECT: The Bend region has been used as the context for a study of the environmental needs of the elderly, a two-term design project given to third year architectural students at the University of Oregon.

OTHER PROJECTS: The Landscape Architecture Department at the University of Oregon has also given their fourth year design students a problem located in Bend. And, there are two more fifth year architecture students (also students who participated in the Bend Study) who have related their thesis projects to Bend and the Bend region.

OUTCOMES OF THE PROJECT

PROPOSAL STATEMENT
DESCRIBING THE CENTRAL OREGON DEVELOPMENT COUNCIL

By Michael Shannon
Bend Resident

PURPOSE: Accurate and complete information provides the basis for intelligent decisions.

We are concerned that pressures from an aggressively expanding society are causing environmental development decisions to be made in Central Oregon which are not intelligently based on available information. Decisions reached in this way do not make optimum use of all the resources upon which sound long-term growth depends.

Central Oregon has uniquely attractive climate and geography. If its people are not fully aware of developmental alternatives open to them, their land becomes particularly vulnerable to inadvertent as well as deliberate exploitation. Studies of other areas of the country make clear that the cost of initial action based on knowledge and forethought is small compared to that of corrective action necessary when unanticipated problems develop as a result of inadequate or short-sighted planning.

We seek, therefore, to form a Central Oregon Development Council (CODC) which will provide information to the people of Central Oregon concerning the whole spectrum of questions related to their region's growth. By providing such a service the Council will stimulate exploration of problem areas, help suggest approaches to practical solutions and provide assistance on request while projects are being completed.

We are particularly interested in providing non-partisan assistance to local governments and their planning commissions. We feel that a local source of comprehensive resource development information and professional judgment, which can be called upon as needed, will make government more effective and enhance its relationship with the constituency. Our services will also be available to any business group or individual with an environmental or resource development problem. With additional knowledge, the merits of alternative courses of action can be intelligently assessed and decisions reached which will maximize our growth through constructive utilization of our economic, human and geographic resources.

THE COUNCIL: The need for a research and information dissemination organization keyed to a specific region is clear to people who understand the forces which can erode an area's growth potential. There is real complexity, however, in defining the role of such a study group within a given regional community and in acquiring the funds necessary for it to function effectively. The following paragraphs suggest an approach.

We think that the Council should be locally organized and operated.

We believe the Council must be clearly and unmistakenly unbiased in its approach so that people can have confidence in its integrity and cannot possibly construe its purpose to be that of benefitting any select group. This trust should extend beyond Central Oregon's traditional community rivalries and elicit the kind of cooperative response which will best serve the whole area.

The Council should be able to command respect and generate credibility as a reliable producer of information upon which serious decisions can be based.

The Council should ideally be in a position to receive grants or have some experience in acquiring them.

We believe a direct affiliation with Central Oregon Community College would help meet all these requirements.

We therefore recommend that the C.O.D.C. be incorporated as an arm of the college with its own separate organization and financing. It would have as consultants the faculty of COCC and other public and private institutions throughout the country as well as a heretofore untapped reserve of planning expertise within the Tri-County region.

As a supplemental activity, a planning and pre-architecture course could be offered by the college. Coincident seminars related to the course could be sponsored by the Institute to increase public awareness of environmental problems.

Finally, we are convinced that the embodiment of an influential public service organization within the college would serve to bring the college and the community into closer working contact, much to their mutual benefit.

We believe that the Council must be formed and begin functioning as soon as possible. Without an effective regional aid to cooperative growth and development in the Tri-County area, the waste of our irreplaceable resources and the rapid degradation of our potential seems inevitable.

PLEA BY FREDERICK BOYLE, PRESIDENT OF CENTRAL OREGON COMMUNITY COLLEGE, TO HIS BOARD OF TRUSTEES CONCERNING MAKING THE CENTRAL OREGON DEVELOPMENT COUNCIL A PART OF THE COLLEGE FALL 1968

Central Oregon Community College Center for Regional Development

Many sources of information and ideas are available to a college. Often, exceptional ideas and information come from the community at large. The matter that I am presenting to you tonight comes primarily as a result of community interest and ideas put together by a group of interested citizens.

We all know that central Oregon is changing - the population mix is changing, new industries are coming into central Oregon, and the bases of our economy are gradually assuming different characteristics.

There is a good deal of feeling that the citizens of central Oregon need to be aware of present developments and need to be able to plan so that future developments are in their best interests.

Because Central Oregon Community College is in the process of developing as the educational and cultural center of the central Oregon area, it would seem to me to be very appropriate that this college take the lead in providing information to the people of central Oregon concerning the whole spectrum of questions related to their region's growth. Through provision of service in this area the college would be able to stimulate exploration of many different kinds of questions and could provide a focus for the recruitment of talent to assist in studies of the region.

With this in mind, I am requesting that the Board of Directors allow the President to establish an agency to be known as the Central Oregon Community College Center for Regional Development.

The major purpose of the Center would be to have it as a focal point for studies of regional characteristics. The Center would provide services which would complement existing study groups and would privide a central, region-wide agency for cooperative effort. It is expected that the President would invite select individuals from the central Oregon area to serve on an advisory group, which advisory group would provide recommendations as to proper direction for the Center.

As with every existing sub-division of Central Oregon Community College, the Center would be responsible to the President and through the President to the Board.

At this writing we are asking approval for establishment of the Center, but do not request funds for operation of the Center. It would be my hope that we could secure a federal grant for operation.

GENERAL PROCEDURAL OUTLINE FOR
BEND ENVIRONMENTAL STUDY

1. Prepare statement of purpose and objectives.
2. Select appropriate assistants and frame their work.
3. Find an appropriate place to work and equip it.
4. Gather data and find sources.
5. Establish contact with people in Bend and learn who is respected.
6. Investigate attitudes, values, problems and interests.
7. Determine what has been done, make contact with those groups, and accumulate outlines of what they are doing.
8. Determination of two phases of meetings: (1) discussion of place, values, problems, people; (2) presentations of and discussion of patterns, processes, choices, problem areas of greatest urgency and relevance, the meaning of the physical place and subjects for study.
9. Interpretation of information gathered and preparation of analyses through discussion of patterns, processes, systems, choices, values, change, physical proposals, alternatives, physical place, and needs.
10. Conduct series of 10 meetings.
11. Meet with people and groups, attend other meetings, and speak to other groups as a result of 10 meetings conducted.
12. Identify sub-studies which people in Bend should study and inform each other about.
13. Prepare outline of all the forces which cause or influence change and development in the Bend region.
14. Prepare study showing alternative consequences if those forces combine in various ways.
15. Prepare ways to communicate those consequences so that individual people can understand how their lives might be affected.
16. Develop a body of information and references bearing on the components of environmental quality and the experiential needs of people.
17. Demonstrate, using physical proposals, the effectiveness of designing comprehensively with a knowledge of the experiential needs of people.

THE QUALITY OF OREGON COMMUNITY GROWTH CONFERENCE

Introduction

June K. McFee, Director
Institute for Community Art Studies

One of the clearest concepts we have about the state of our Oregon cities is that the situation is increasingly becoming more complex. Several factors contribute to this complexity. One is the impact that high-speed highways and increased travel by more people has on the structure of our towns. Where towns used to be clearly defined and were the centers of activity, they are fast becoming the places people take off from. This often means that towns that are close together are more interrelated. Often this doesn't fit with our sense of "home town" - our pride in our community. Part of our sense of community is tied to the history and unique qualities of our town compared to our neighboring towns, yet because of the increased travel, increased population mobility, changing shopping habits, overlapping needs for solving sewage, water and school problems, we have to think in terms of larger areas.

Preserving a sense of community identity - of home, satisfying the human need to belong in a place that has meaning to the individual is one of the critical issues as our nation grows. It is the great lack in our huge metropolitan areas. But we are quite sure that cities will continue to grow and that smaller towns and cities, when in close proximity will become more and more interdependent. It seems to me that one of our major questions, then, is: "How can we preserve community identity and still work cooperatively with neighboring towns to solve our mutual problems?" One way to do this is to study our community, look at its strengths and weaknesses as a place to live and then plan together ways to make our shared environment better.

Part of our task is to think of some of the traditions that have grown up in our highly individualized western tradition. One such tradition is that a man's home is his castle, and hopefully we who live in Oregon can keep that tradition for a long time. We are not too crowded to have to give it up. But along with that tradition was a tendency to consider the public areas as not our concern. If we are to preserve community identity, it seems to me we must go beyond our own domain and work together for our shared community as well as that which is private, to a greater degree than before.

Another tradition that is strongly entrenched is that we should teach our children to read, write, and excel in mathematics, to understand their physical universe, their history, and civic responsibility. We have thought that the man-made environment would take care of itself. We do not help our children and young people learn to understand the man-made environment so that they can intelligently evaluate it.

Another tradition that interferes somewhat with our development of the total community relates to the first one. Not only is a man's home his castle, but his property lines are his to control. We have had to legislate controls for health and sanitary reasons. Neighborhoods and development areas set standards to keep up the economic value of an area. But we have never really come to grips with the realization that property lines and visual lines are different. That the spaces we create for others by what we do on our land is also our responsibility. It seems clear that in a democracy we all are responsible for what we contribute to our shared environment.

Along with these three traditional attitudes are the changes in construction. One problem that will be clear in the slides we will look at is that much of our environment is designed in Chicago or Los Angeles by oil companies and motel chains. The buildings are not designed to fit our individual communities. So a problem for a town is how can we welcome industries, yet ask them to respect the nature of the land, the quality of our environment, our unique environment.

How can we consider the environmental needs of all segments of our society as towns spread out into the countryside, as towns are linked by strip areas to each other, as people's needs for places and spaces change as they change from being children to being adolescents, from younger to older adults and then senior members of society as family unit size increases and decreases, as mechanization, transportation and automation change the life style of people in our state. As increased supply of leisure time and increased demands for recreation tax our facilities and increase the demand for using our wilderness areas. As mobility of people moving into and through our state increases, and finally as more members of minority groups achieve their rights to a humane place in our environment - and position in our society. How can we do all these through democratic processes?

The purpose of the I.C.A.S. as part of the School of Architecture and Allied Arts of Oregon is to provide another forum within the state for discussing their problems - to bring professional people, townspeople, teachers, and students, (in professional training and in high schools) together to:

1. Identify emerging problems.
2. Identify the things that relate to these problems.
3. Provide alternative possibilities for solving them.
4. Sharpen our tools for evaluating our decisions.
5. And possibly most important to clarify the words and meanings of words we use to describe what we are talking about.

The word environment is a good example. To a pollution engineer it is the condition of the air and water, to the social scientist or politician it may be the amount of hostility or agreement there is about an important issue. To the more traditional architect the environment meant the physical structure and visual quality of a place. Architects today are much more concerned with the way spaces and places are used for human activities - the way things look is considered more in terms of the uses made of them. So for them the word environment is in large part related to these two functions. For some of them usage is the more important.

For conservationists the environment is primarily untouched natural environment. For farmers it is mainly the natural environment as man manipulates it to produce food. For the contractor it may be the amount of saleable square footage he can get into a given space. For the landscape architect the environment may mean the relationship of the man-made to the natural environment. To a highway engineer it may mean the shortest distance between two points. To the teenager it may be the places they are not prohibited from going into - for many Americans it is any place their car will go.

All of these meanings of environment are valid. But we need to know whose definition we are using. Much of our discussion during this meeting will be to clarify these meanings.

The importance of the involvement of the people of an area in decision making is brought into clear focus when it is recognized that no one group of experts can solve problems in total. Further the new emphasis on how the environment is used - as well as how it looks demands more citizen participation.

URBANIZATION: WHAT CAN OREGON EXPECT?

C. Robert Pitts
Regional Administrator
Department of Housing and Urban Development

The subject that was assigned to me was very intriguing. The subject of the conference THE QUALITY OF OREGON COMMUNITY GROWTH, is a twist in this business that more of us ought to concern ourselves with. In this country we are notoriously famous for our efforts with respect to growth, but not too often is the nature of that growth a reflection of a high level quality. It certainly was a pleasant thing to see that for once in a conference on urbanization, a group of people were giving some real thought to the quality of that process. This is particularly important in a state where, hopefully, there is a chance to do something meaningful with this urbanization trend that we are confronted with nationally. I want to talk first about the process itself, comment on the significance of quality; then, on the basis of the experience we have had in this field, comment on the nature of some of the problems which you should be dealing with as you address yourself to the question of community growth and the trend of urbanization.

First, let us focus on your state and see what are some of its characteristics which have some significant meaning in terms of community growth, particularly with reference to the process of urbanization. The State of Oregon is somewhat unique, though not alone in this uniqueness. Starting from the broad perspective of the question of urbanization, we find conditions here which are not present in many other states where the question of urbanization is so prominent. In terms of its cities and towns, the State of Oregon has only one with a population of 100,000 or over. On the other hand there are over two hundred communities in the state that represent populations with less than 10,000. If you take a look at those statistics you are forced to conclude that the state has not become, in the broad sense, highly urbanized. If we are to address ourselves to such problems as are reflected in the urbanization process we get a feeling that maybe we are slightly ahead of the game, in comparison with some other states.

Another characteristic is that Oregon's number one and number two industries, lumber and agriculture, are primarily non-urban in their employment pattern as well as in the use of the type of resources that is basic to them. You know the tremendous role played by lumber, both as a raw material and as a manufacturing base that are used in terms of the kinds of industries that are found in your communities. I don't need to point out the significance of agriculture, your number two industry, and its particular characteristics. These are not industries which tend to create large urban areas; especially when you begin to deal with manufacturing of materials which they produce. Both, in a sense, reflect the need for substantial dispersion, a question of space, and therefore do not tend to develop to such a large scale as other industries, the kind of population concentrations and activities which are basic in creating urban communities.

Another pertinent factor is that the state is not part of a large consumer or industrial market. The center of transportation, the center of service, trade and finance of that area which it does serve is already centered in one large urban center. This too is meaningful for the urbanization trends. Because if an area is reasonably close to a large and active market the potential for growth in order to supply that market, is much greater than if the market was a long distance away. If we look at the markets in the State of Oregon, they are nationwide in scope and probably with the exception of servicing a part of the Columbia River basin they are not oriented to an immediate market area, certainly not a large one.

If we look at another characteristic of the state we will see a substantial portion of the state has a very limited transportation service. There are some regions that are very difficult to get to even by air. There is a time factor that is very important in getting from place to place in the eastern part of the state. Because of this limited transportation service there is not the facility that allows people to congregate in one place. The nature of the transportation service itself also tends to encourage dispersion.

There is another factor that may be questioned. It depends on how you like to play with statistics. It is interesting to note that during the period between 1950 and 1960, which represented a period of a great spurt in urbanization in other parts of the nation, the rate of population growth in the State of Oregon was somewhat less than the nation as a whole and less than its own growth in the preceeding ten years. This doesn't say very much about the process of urbanization because very frequently that process can continue although the rate of growth statewide may not have been substantial. But it is significant to note that during that same period of time there was not an appreciable increase in the number of communities in the state which would represent large urban patterns.

You may look at all this and say what do we have to worry about? That the pattern of this state is set and has been set for some time; all we have to do is try to see that it continues this way and that we will not be confronted with the great problems that other communities in other states are struggling with. Certainly those of you that come from outside of the Portland area can simply say "Let Portland stew in its own juice." In spite of all this, however, it is interesting to note an underlying trend which stems from some of the characteristics which I have described, that is, that Oregon has a basis for a sound and substantial growth and there are factors already at work which are causing some expansion. If these continue and if the national economy continues to grow there are indications that in spite of the factors that I enumerated the nature of the State's economy could easily change. Scientific and technological inventions could easily eliminate most of the characteristics that would discourage urbanization. The tate may well find itself growing, stimulated by these forms of activity that may establish developing urban centers in places that today are not prepared to receive them. This has been the history of urbanization in the western states in the past 20 or 30 years.

Although the larger cities have continued in their growth, it has been characterized by growth from the outside of urban city boundaries. But the most significant growth is found in some of the small communities which ten or twenty years ago were little towns and little villages just as over two hundred communities of this State are today. The impact of this kind of growth in the other states came with such repetition that many communities never really knew what hit them. They looked around and found that they were either a part of a large urban area, exposed to all the problems and all of the complications of that process or they were themselves well on the way to becoming urban centers.

And as we look at the State of Oregon, we see some of these things already in motion. I don't need to talk to you about some of the things that are occurring in terms of the products of the lumber industry, agriculture, and the growing increase in terms of recreational attractions in the state or the implications of development in the field of water and power. All of these things are already built into the economy of the state, its communities, and in a sense are waiting for that little move that could easily trigger the kind of thing that would begin the blast off and create budding urban areas. This,I think, ought to represent the concern of a group like this. We do know enough to sense two or three things which,unless we become aware of them, may put us constantly behind the eight ball. While we try to catch up with things which our urban centers inherit we encourage those factors that bring about its growth. We may spawn at the same time those conditions and problems that tend to destroy urban centers. I don't need to point out to you that many of our big urban centers today are already confronted with that great conflict. The quality of our cities in time will be determined by the manner in which we understand this process, certainly in the case of communities in the State of Oregon, and sense early enough what these implications are, what the factors involved in them are, how and why we ought to begin to get on top of it as quickly as possible.

Let me talk for a moment about the nature of some of the problems that are inherent in the question of urbanization. I am convinced that the problems of urbanization are the outgrowth of the profits of urbanization. To prevent these problems, or to deal with them in any sense of adequateness it is absolutely necessary to be both aware of the process as early as possible and to participate in it in a positive manner. This has been lacking. I think there are

At least two things that could be said with certainty about urban America. The first is that nobody planned it. Second, very, very few of the people affected by it knew it was happening. These, I think, most people would agree with. As we look at the general urban scene today we have to conclude that generally it is a mess. Further if we look at some of the efforts that have been applied to straighten out the mess we have to be convinced that not many correct answers have been found.

These four facts put together represent the real challenge that we have in this country in terms of the urbanization process. I don't need to point out to a group like this that, whether we like it or not, we as a nation are doomed to exist in a society which is basically urban. It is interesting to note that this is a rapid and sharp reversal of our early history. Because we were basically an agriculatural nation. Because of that we have developed our institutions, our value scale, our concepts on the basis of an agricultural society. Today we find ourselves overwhelmed by a rapid growing urban environment in a sense still clinging to the products of our rural background.

Let me suggest for exploration during this conference that our institutions, some of our values, most of our concepts, which are basic to our society, stem from this agricultural background. The problems of the urbanization process, no matter what they are or how they are defined or identified, in one way or another, can be traced back to the conflict between our agricultural background with all its institutions, values and concepts which we still hold and the fast changing urban society in which we live and have to live in the future. If we are to take hold of this process and become involved in it, we must be willing to examine the nature of that conflict and do something about it.

No matter whether we look at the institution of government, the educational institution or the religious institution, I am sure that today you can find evidence of conflict. These conflicts are not always from the outside.

It is historical in the formation of the nature and structure of institutions to become structured and in this structuring to leave outside those elements which, as long as the institution survives, will be constantly in conflict with it. That is the nature of institutions and of conflicts in society. I suggest to you that the unique thing today is that to a very large extent the conflicts now occurring in our institutions are being generated with those institutions. We need to look at that peculiar trend. Examining these conflicts one by one, problem by problem, we will begin to recognize the kind of thing we are dealing with, the kind of thing we need to understand, and the kind of thing we need to give more intelligent leadership to than we have been able to give so far.

What are some of the things we need to do? Let me toss out one or two. We have to take hold of this urbanization process, no matter what society or community, no matter what period of its evolution. First, we must find some way to eliminate and control the increasingly obvious physical deterioration of these things. I said a few moments ago that there is one thing we can say about the urban environment and that is that nobody planned it. Our urban center grows in terms of what some have called the exploitive theory. We were a great nation. Our resources were spread out over a great area. The history of this country reflects the fact that we have exploited these resources, and one by one as they have been depleted we have moved to the next. Rarely in our history have we concerned ourselves with what could be called planned exploitation. It is interesting to note that the concept of planning, planning of communities as we are concerned with here today, has been the brunt of dirty words in the American vocabulary. We have been and still are a bunch of free-wheelers and we have strong convictions that all of us should be turned loose and in a sense let nature take its course. And even today, long after Adam Smith, we still see elements of this concept and theory strongly reflected in practically every element of our life. We came to our urban status, not by anyone planning to get there, but simply through the exploitive theory that eventually led us there. One of the great problems is that we have tried to work our way back out of it while still clinging to that view. We must find some meaningful way to establish and sell the idea of planning how we live in our relationship to one another. The nature of an urban society is such that we are dependent on one another. It is quite clear that a few years ago when our nation was dominated by an agricultural economy that many families were basically self-supporting. They produced everything that they used and only concerned themselves with going into town once a week to pick up a few things which they could not produce and take them back to the farm. I challenge anyone in the room today to try to survive in an urban community by producing everything he needs to survive. Take a look at your day-to-day existance. How much of what you are doing, or what you use, or what you have to have, or where you have to go and what you have to do, can be controlled completely by you or members of your family? The urban society, in a sense, has been described as being a treadmill on which a concentrated population is compelled to control and exist in and live on because of this interrelatedness.

Now that kind of comparison brings into focus the kinds of things that we have to face. To the extent to which we recognize this and use that as a base, we can begin to analyze and explore ways and means of dealing with the problems that we have. I think to that extent we can get on with the job. The questions about transportation, air pollution, water pollution, and the new one, the question about sound pollution; the questions about decaying buildings, disappearing industry; all of these represent a group of problems generated because of the nature of urban society. Let me suggest that this is not the area of our greatest problems.

We are confronted today with the need to build into this complicated process of urbanization a whole host of human beings who have not been on the tread-mill, who have been left out, and who, at this stage of the evolution process,must somehow be brought in. This introduces the area which we know least about. Because here again our history, our pattern of life, our concepts and our values have somehow left it to these individuals to find their own way of getting aboard. It made some sense in the old days because the resources, the outlets, the dependent status, the independent status was there. The complications of the urbanization process makes it impossible for those who have, for various reasons, not been able to keep pace with the process to ever get aboard. The complicated urban society in contrast with the agricultural society simply cannot survive with large numbers of its members not aboard. This is an area where we know least, and this is the area where we find the greatest problems and the greatest number of questions. What it reflects is a growing recognition of the need to build into our society the whole element of the human factor which we cannot fit neatly into machines, which we cannot mass produce for mass control, and which somehow, as we reach the stage of urbanization that we have, we cannot ignore. If we do, society crumbles. This is the area that will call for the greatest amount of skill, the highest level of competency and the greatest depth of understanding.

There is a last despondant note in all this that I would like to leave with you. All of this has to be accomplished while we pass through a time which represents a period of rapid and strong impact of some of the greatest advances in science and technology that we have ever known. It is this that is bringing about the rapid changes that we are concerned with. It is this that has made time so important. It is this and its impact on the total society that we have to understand and involve in the process that we are trying to control. Somebody quoted to me a little statistic somewhere. It said that there are alive today some 80% of all the scientists who have ever lived in Western society. It is interesting to note that relatively few of them are unemployed.

The products resulting from the research and the study of this large number of scientists are today reaching industrial production in a shorter period of time than ever before in the history of the country. You know it was quite some time before Henry Ford's development of the automobile created the traffic jam that we have today. The products that are produced in the research laboratories today are on the market almost the day they are signed off and completed, because to a very large extent, they are backed by government or by industry, and the nature of the backing includes the process of production and utilization on a broad scale.

All of this simply says that with so many scientists alive and working, and I don't advocate unemployment for any of them, that with products flowing at such rapid rate into the society, the changes that have occurred will continue to occur and at a rate much more rapid than has been characteristic in the past. Technological changes and their impact on our society which has generated this type of society that we have, will not only continue, but will be accelerated. Products will change, substitutes will be developed and better ways of using them will be explored. All of this tends to have its impact on our total society, on institutions, on our value concepts and, above all, how we live and move among each other. I suggest that it is within this framework that the challenge of urbanization is at its greatest. As Oregon looks to its future it is not too soon, within context of your geographical characteristics and pattern of living of your people, to give some concern to understanding this process and begin to participate in giving some direction to its growth.

DISCUSSION WITH PITTS AFTER HIS ADDRESS

Question: You were talking about industry and the lack of industry. Would you comment on the fluidity of industry.

Answer: This is part of what I call the technological explosion because of the rapidity with which products generate new products. Plants are no longer placed close to the specific raw material, or at a point assured of transportation. Plants move for some very interesting reasons, for example, the favorable tax situation in a given locality. Part and parcel of the whole question is the nature of change at the local governmental level and the need for it. The implications of revenue and that, in terms of what kind of favorable options you can give to an industry to come in. All of this has certain built in values.

There has been a great clamor because most of the resources of our local governments are derived from property taxes. This goes back to our agricultural economy. Today most of the communities find that they cannot derive from this source adequate resources to carry on the business of government at the local level. In addition to that, because they have been pressed as far as they can, property owners are screaming all over the place about reducing taxes. You either have increased services from the government or you don't have them. If you have them, you pay for them, If you pay for them you use whatever source you can. Historically we rely on property. Here again the need for change is to examine some of the concepts which have built into the nature of government the institution that is forcing us to look at this. This is all related to why industry moves.

Question: Back in Minnesota the mining industry was building small plants outside communities of 5 to 10 thousand population. Is anything being done in California and Oregon to induce industries to take their manufacturing processes to smaller towns?

Answer: The whole question of the need for dispersion is prominent in all aspects of this. Experiments are being tried. First there was the move on the part of industry and business in total to move out of the urban scene. Some kinds of industries already have found it profitable to get out of downtown. Insurance offices, with home offices no longer need to occupy the most valuable property downtown. They found that they could go out to the urban areas and have an attractive home office and develop an attractive environment that allows them to do their work and at the same time not affect business. The whole concept of dispersion as we look at the contrary tendency to move in close is being tried by many industries. The case that you refer to may be one that would work out. It depends on the nature of the business, how it operates and what it needs and so forth.

Question: On the question of dispersal, my husband has his business in central Portland. His neighbor moved his business out along the freeway south of Portland. Now, do you agree with me that this type of policy does not help the central district and it does not help any small town. What public policy could be made to stop this kind of thing?

Answer: I will agree with you in questioning public policy. I think it needs questioning at all times. I will also add that I think that one of the characteristics of public policy which creates the kind of thing you describe is the fact that we really don't have any public policy. We simply move in time in little bits and pieces. And it is not very long before we realize that we are contradicting each other. This is what I meant when I said we need to relegate to a high position the need for some kind of systematic approach to what we do. We build a freeway so people can get back and forth, and we build a town, because if you have a freeway it has to stop somewhere, and we build the freeway with not much consideration about the impact of that freeway on all the other factors both at the starting point and the ending point. We have a public policy that says we build freeways. The piecemeal approach to all this is what gets us into trouble.

Question: In relation to the subject of dispersion of housing and industry and your comments about changing technology, I am sure you are aware of the increased emphasis on the designing of urban developments under a planned technique which results in more concentrated housing. On the other side you find that we are getting more and more pre-constructed housing, and pre-constructed components, what we call "mobile homes". We are getting to the stage where we can preconstruct houses and they are being spread all around the landscape. There is a resistance in the local government to accept these because of the low cost and therefore the low tax return. Most housing and planned development tends to be for high income people. Do you see any pattern of what might evolve out of this, and what we might be thinking about to get more action.

Answer: I think what you have described is one of the greatest indications of our lack of understanding of various kinds of things that are on the way. What you have described is what has been our pattern in the past. That is, a piecemeal attempt to do something, which results in creating other kinds of problems. We have for years demonstrated that we can build houses. We have built more houses in this country and housed more people in their own homes than any other country in the history of Western Civilization. When we look around today at the collection that we have, everybody groans because we recognize that the volume of that production has created problems in other areas. We are not quite sure how to get back. Now, out of sheer necessity, we begin to see that houses by themselves do not create the kind of environment that gives us the structure that we want. What we have to build is something else.

But when we go to build these other things we find that the way we have built houses has mitigated against bringing in other elements. And yet we have a dream of owning our own home. This is just another kind of emergency that we perceive as a big problem. Until we look broadside and see how one piece in our effort moves to generate other kinds of problems and find some kind of solution or adjust to relieve these problems, we are likely to continue to do this sort of thing. I am not sure that the planned community provides the answer. I have seen quite a few of them that have gotten quite a bit of publicity in the country, but I am not sure if I have seen a "new town" or not. I have seen some exceptionally large suburbs but we have had those all the time. I am not sure that making one bigger and better is getting there. But we think so.

Question: I have been reading that Oregon population will double in the next 30 or 40 years. What sort of plan do you have in the HUD office in terms of new towns and new mechanics. Where are the people going to be?

Answer: My answer is going to be sheer nightmare. We don't know what to do about the population we have. If that doubles in the relatively short period of time that is predicted, not only Oregon's population but everyones population will double. Number one: We really don't know what we are striving for, and number two, I don't think that we are geared to deal with this kind of thing. I don't think we are yet committed in this country to deal with this problem because of the things I pointed out.

Question: I am a newcomer from California to Oregon. I realize people traveled many thousands of miles to settle in this state over a hundred years ago because of the quality of the environment that was promised here. To a great extent this quality is still prevalent, even though we have more people. People come here first to live and secondarily perhaps, to find employment. Do you have any suggestions on how to save this quality of environment while our neighbors seem to be faltering under the guise of urbanization?

Answer: I don't think that we can isolate Oregon any more than we can isolate anything else. Much of what I have said this morning in a sense is a warning that today you have the attractions of Oregon and tomorrow you might wake up and find you have a California. I don't think you can do this by walling yourself in because of the forces that are too great. I do think that you can discover the dimensions in which you can plan this change in such a way that it need not destroy the favorable environment. One of the things that interests me every time I fly across the country is the vast uninhabited area of the country. I find that people are concentrated in three general strips. The eastern coast, the western coast and the middle-west. In between there is relatively nothing.

I am sure you can give a hundred reasons why nobody settles in South Dakota. But the fact is an expanding population has to expand the area of its occupancy and we do have the technology and the know how to make these vacant areas liveable and attractive. We can maintain the kind of environment that makes it desirable. We shouldn't dream the idea that we can dream our way out of all this. This is the mistake that a lot of us have made so far as we try to adjust. The great growth of suburbia in this country in the last twenty years represents a kind of foolish attempt on the part of Americans to live today in an environment that represents yesterday. What we have tried to do is to build little communities like those that grew up around a single industry and its services. For decades and decades and generations and generations people lived together quietly. It was the American Dream. We moved into this great age of technology and these little towns are really gone because of some of the industrial patterns that we are talking about. What we have symbolized in the little suburban communities is an attempt by people to create a little town to adjust to this new growth. It won't work. All these little communities spread out in such a way as to bring a kind of inter-dependency. We would starve to death if we lived solely in one of these little suburban communities. I think there are some value factors that we need to look at and we haven't.

Question: I would like to know if you agree that the social consciousness in this country today is placed on technical things and whether you think that the next great subject of social consciousness might be the quality of the environment. If this is so, would this consciousness be the thing that triggers a concern for urbanization, rather than industrial growth that has been the case in the past?

Answer: Well, I think that your first statement is certainly true. The consciousness of the country is not directed toward the environment, but has been directed in the other way. I think there are some signs that we are beginning to be concerned about quality and I agree with you that if we ever really become concerned with quality that we will begin to move in the direction of doing something constructive about the environment. I am not sure, however, at this stage that we are really becoming concerned that much, or are even beginning to reflect on it. We're sort of weighing things but all the evidence leans towards a continuation to what we have been doing. I am not sure that we have yet dedicated our minds and our resources to get at this thing but we are beginning to recognize that we will have to do it.

Question: Is there a stage of life in institutions where they can no longer make a contribution?

Answer: If that is the case, we are making a mistake in depending on institutions to provide leadership for change. I think the question that you are raising is number one. We are not sure and I think all of us, no matter what the institution we are functioning in, are constantly exploreing this thing in terms of values and changes.

Question: You make a distinction between urban society and agricultural society and the conflict between them. Do you think it is possible to characterize what you mean by an urban society? What are the characteristics of an urban society?

Answer: I like to think of it as a system for living which, for better or worse, has made us dependent one on the other. I don't think space has anything to do with it. I think what we have is a conditional life which mades us in a sense, whether we recognize it or not, dependent on one another for sheer survival. This is somewhat in contrast with the agricultural society. I don't say that the agricultural society does not have a degree of dependency, but it is questionable.

Question: My problem concerns water pollution and air pollution. Is there consideration developing throughout the country to encourage industry to solve their own water and air pollution problems?

Answer: Water pollution, air pollution, sound pollution, this is a new one, but is characteristic of the urban scene; all of these escape either local government jurisdiction or individual control. I think what is developing in those fields is a growing recognition of the fact that those kinds of problems cannot be solved individually. There is no single shot and I think this has been our failing in the past. We've always talked, "Let the federal government do it; let the local government do it; give it to private business, give it to John Doe, he'll do it."

Question: How concerned are business and industry about the problems we are discussing today? For example I am thinking how powerful they are and how difficult it is to regulate air and water pollution and what a touchy subject that is because if the pressure becomes too great they may pull out and affect the economy of the community. It seems to me they are terribly powerful in this and unless they are involved and concerned with this we are not going to be able to do anything.

Answer: On the basis of my own experience I can say that in recent years the amount of interest reflected in these kinds of problems by industry and big industries has grown by leaps and bounds. I think if there is any tragedy in it at all it is that they come in posing a question, "How can we make a contribution" and nobody is quite knowledgeable enough to give them an answer. What we need to do is utilize this interest in industry.

Question: It seems the concepts that we're evolving under will absolve the past. Is it also true that the tools with which we're working, the old proverbial plans, the zoning, are inadequate tools for present day needs or in the wrong hands?

Answer: They are very inadequate, now whether they are in the wrong hands, I don't know, until they get to be adequate we can't mention that. Let's take the average community today. Any small community developed as it has developed, has its own system of government, its own concept of why it should be independent of its neighbors. In an American town, it was competition, and everybody sought to out-do the other guy. Now we've come to a point where all that we have done is "meshing" and the net result is chaos. We find that the structure that we have and the basic guide that has brought us wherever we are just doesn't make any sense.

WHOSE ENVIRONMENT? WHAT QUALITY?

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The question about whose environment we are talking about and what values we ought to use pervades our whole discussion. Mr. Pitts stressed this in discussing the shift from rural to urban values. We stand here wondering what our own values are, and what anybody else's values are. Do we have the right to make decisions about the environment or does anybody else? In a sense, I am wondering who is lobbying for whom and for what. The crisis is one that is familiar to us in many fields and exists with reference to the physical environment. The general public has lost confidence in leadership at virtually every level regarding the physical environment; expecting the worst from highway officials; expecting the worst from city planners; expecting the worst from architects; expecting the worst from the public in the decisions they might make. We are terribly upset about the loss of any old building, out of a kind of confidence indeed that the new building will not be so good. We may feel that capabilities at this point in time will not match whatever they were before. Therefore the old building lost can never be replaced. There are other reasons for being upset for the loss of old buildings, but I believe our lack of confidence in ourselves pervades a lot of the sense of loss that we have.

The questions then are what the physical environment should be about, what it should be like, and who is to say? One of the things that must be in the minds of architects who are traditionally trained to be sensitive to visual environments, is that vision no longer really suffices as the sole factor for evaluating the quality of an environment. What the appearance of a city, of a place, or a room may be has traditionally been the main criterion for judging its quality. In a room like this, the appearance of the room is of much less consequence compared to how much sound is transmitted through the walls, what we are able to think about here, who we are and what we want to do. Perhaps it only matters that at least somewhere in the region there was one room that was large enough to hold us, but we hope for more than that. This leads us to the question that Mr. Pitts raised this morning -- our dependency on each other in solving the question of quality. It seems to me that we must demand more from the environment than just the possibility of survival. We ask something about the pattern of our lives and whether that pattern is anything of our own choosing or whether it is a forced one; whether we have choices, whether those choices are relevant to all of us, not just to those that happen to be in power at the moment, or to those who happen to be able to mobilize the economic resources.

There is a kind of trap we fall into. We talk about comprehensiveness all the time without beginning to deal with the things in detail which is what comprehensiveness is all about. So I won't presume to deal with the largest patterns of our society, as an architect to stand here and talk about economics and sociology or legal structures. And I don't mean to depreciate them, but merely to say that perhaps when we have our economic system straightened out, and our legal system straightened out, perhaps when we have our society more in order so that everyone can participate, someone will have some idea of what kind of places we really want to make. Presumably some of us can stimulate others to be thinking about what the environment will be like, what kinds of opportunities it would offer, how people would all participate if they could. So I am begging the question of how do we implement plans, how do we organize our society so that everyone has mobility and can use all the choices that are available. Rather, what are the choices that we would like to have available? What is the basis of quality rather than sheer survival? I hope you will then be sympathetic to my plight. I stand exposed as an architect, not posing as a kind of "comprehensionist" able to deal with all things at once, briefly, concisely, and dramatically, but struggling with pieces.

One of the things that we ought to understand is that we have built a nation, we have built the cities and towns that serve that nation, on the basis of what the resources were that we already knew that we had, and what we thought we could do with those resources. But then we have also done something else. Fairly often we have thought about things that our resources wouldn't allow us to have, and as we thought about them, and as we appreciated the possibility of them more, we found the resources. This can be thought of as dreaming, it can be thought of as pie in the sky. But it seems to me that it is absolute reality. Virtually nothing that gets funded is funded before it has been thought through at least to the point that people can value it enough to fund it. Someone has got to promote what ought to be funded, what ought to be supported. As ideals are developed that have any kind of compelling power, then what we have to do is not turn to architects, not turn just to the people who are already interested in the quality of environment, but turn to other specialists and say "How do we get there?", and demand of them that they change the legal structure that prohibits what we want, or change the economic structure that inhibits what we want. But we can't demand anything of them until we know better what we want. We can't say "Look, if you guys could get it all straightened out we would be glad to tell you what kind of environment we would have you build." I think we have got to be dealing simultaneously and immediately with what our interests are and I keep using the word our, what our interests are. Who are we? Who do we represent? Who should be represented? How do we get on with the job of bringing everyone into the game?

Let me say a word about the responsiveness of environment. All environments are responsive. This one, every other environment, is responsive. Most people judge the quality of the physical environment by the sense they have of how responsive it is to their needs. That is,of course,the needs that they feel at the moment. The needs that they feel at the moment most consciously may not necessarily be all the needs that they actually have, or may not be comprehensive in any sense.

Environmental quality is something that is evaluated by all of us according to our own interests and it comes in assorted sizes and shapes, depending upon what aspects of environment are being considered and according to who is doing the consideration. A fascinating and enormously satisfying environment for a child may very well be an alley way in which he can poke around in the rubbish and find things for hours. I myself find as an enormously satisfying environment the messiest and most cluttered hardware store I can find. I can never really easily leave such an environment and I think that children can't leave the environment that they find. They don't suit any of our senses or our habits of thought about what we ought to like, or perhaps what we ought not to like, but are merely very directly satisfying to us in terms of what we are doing at the moment. All of us though, do not depend entirely on one kind of environment. If I receive enormous satisfaction from a hardware store at one time, it certainly doesn't mean to me that it is the kind of environment for me all the time. It is satisfying for an hour and a half every four months. Not day by day by day.

We all depend then, on a large range of environments. We have different needs at different times. Part of the study that you heard about in Bend was exactly about that. It wasn't the kind of response suggesting that strip developments are ugly, signs are awful, cars are clutter, nothing is good on the strip. It was the kind of response that said here is a strip, a certain kind of environment which is undeniably satisfying for certain kinds of needs. What else do we need? It is a kind of inclusive argument that I would like to present. Inclusive in a sense in wanting to value and find what are the inherent strengths of every kind of environment, rather than one that suggests that there may be an ideal kind of environment and we ought to make them all like that. There is an avenue that we can pursue. I think it is inclusive and liberating: What are the kinds of choices that are wanted and who do they support?

I will diverge from this pattern for a minute to say that I am leaving some people out in talking about choice because there are problems that I can't recommend an immediate cure for. The kind of environments that I am talking about are the kinds of environments for those who have mobility, who actually have choice within our society and therefore have choice within the physical environment. So if I say that a city could well be understood as a cluster of differentiated places, then if I want to include everyone I have to have everyone able to get within that cluster from one place to another place, and to be welcome in all of those places. And if they are not welcome in all of those places, then choice does not exist for them. So the problem of mobility is a problem that does directly affect us. And I believe that we can't think about physical places without hoping that everyone will have mobility so that the kinds of options that are generally available will actually be available.

We evaluate the quality of the place by the degree to which it responds to our needs, and we recognize that our needs are changing needs. They are not uniform; my own needs are not uniform for me all the time, and someone else's needs are not necessarily the same as mine. The degree to which an environment responds to our needs is a way of measuring its quality. But there is another way. The environment might also challenge us, surprise us, or shock us into a heightened sensibility. I am not sure that when I get just what I expect that I find that terribly satisfying. At times I want to get more than what I was expecting, or something that I didn't expect. I think that kind of challenge which places can provide for us is also a way of measuring their quality. That may be what leads some of us to think that suburbs are dull. We find fairly often what we expect, even though it may be excellent. It may be more than anyone else on the face of the earth expected before. But by now, at least for those of us in the room and what we expect, we find it dull. I would like to project some images tonight which I think have to do with the matter of responsiveness. But also have to do with what I think is a kind of limiting habit. A habit of thinking about what the environment should be like, and measuring it essentially by a single kind of visual standard. I think that the visual standard is not sufficient though I think it is necessary. I don't see why we should throw away our eyes. But I suspect that what we have to do is add to eyes, our ears, our noses, our feet and our social consciousness.

It would be useful just to define the standard that most of us use in thinking about responsiveness. We could use the image of a Pacific Coast scene to obtain a working definition; a scene of natural process in which wind and moisture and Pacific Ocean come together with hills and mountains and trees and make a pattern. The pattern that is made is a record of a process that is responsive to all the things that are operating there, to the amount of heat released to the sky or absorbed by leaves, to the most minute changes in topography which affect wind currents. And we can see it at every level of detail. We can look at the most minute portion of that environment and see the kind of tight fit between something that is already there and something that is coming. They are responsive to each other. It seems to me that this is a kind of standard we can use when we are dealing with the question of responsiveness. For another definition a drawing of a goat by Bonnard is responsive to many things: to the shagginess of the goat, to the kind of instrument that was available to the painter, selected from many instruments that would help him. His drawing is a response to understand a little more clearly what he was beginning to understand to be the stubborn shagginess of a goat.

Matisse used a different instrument and a different subject to try to understand a little more clearly than he already understood the delicacy and fragility of a woman. In these responses that we share communication is involved. But I prefer to look at these not from the view of what Matisse might be telling us about what he understands, but rather from what action he took in order to understand something better himself. This is a kind of responsiveness that I think we need to engage. It is not the kind of responsiveness or the kind of communication urge in which we tell each other "how it is", but it is the kind of responsiveness that produces action; to find out better ourselves how it all is. So the waves come to the beach and form a certain kind of pattern, there is a certain kind of response. A moment later another wave will come along and will form another kind of pattern. There will be another response.

The natural processes involved will always be working, always different. So that if the waves hit rocks instead of sand, hits rocks while it is making them into sand, another kind of pattern is made. This is a standard of responsiveness that we should recognize. Whether we can seek that kind of close fit in terms of human affairs and in the kind of physical places that we make for ourselves is quite another matter. I am not sure whether we can or not. I think that we assume that such a close fit is what we would like to obtain.

Now, what can we do as individuals, as groups, as communities, immediately in terms of environmental quality. I am stressing immediately when we are supposed to be talking about long-range planning, but I think it is useful to talk about immediately because that way we can find out what we really want, what we really can have, and what direction the long-range planning ought to take. There is some need to make decisions now in order to test them, to see what they mean to us and use the information that we get back from them in order to plan our objectives over a longer period. Individuals can do enormous good within a community by thinking in detail about all the things that they do. I think that means that one thinks in detail also about guests, about tourists, about passers-by, about customers; I think that would mean that we don't put the service people, the cooks, in blind and dark and miserable kitchens. We think about what their needs are and we think about what the needs are of the people who come into the front door. We try to think about how the physical environment can be responsive to what they are doing and what they want to do. And we ask them about that too. We don't just ask ourselves what kind of a place would I like to have if I were a cook. I think we can imagine such circumstances, but I want to also ask the cook. When the cook tells me about the kind of place he ought to have, then I say "what would you think if it were also this?" And then he can respond to that too. Well, I think we have to ask those questions in detail of ourselves and the people who use them. I think groups as well as individuals can exert all kinds of pressure on community institutions to be equally thoughtful of the people who use the places they make. If one is making signs for a meeting, the signs can be made in ways that will have impact and will be informative; in such a way as to make an event out of these signs, an event out of the posters, rather than just a kind of routine instruction. And that is possible. All of as individuals and as groups of individuals can make those little gestures all the time. On a trip to Zurich I was sure that that city was the wonderful place that it was because all the people seemed to know what a wonderful place it could be. All the flowers and posters and displays were carefully made. It takes a whole city of people who care about what they are doing to make such a wonderful place. I say that all of us as individuals can make those kinds of gestures. We can make them in little ways and they may count quite a lot. They don't solve the kinds of pervasive problems that Mr. Pitts was talking about this morning, or some of those that were talked about this afternoon, but they are helpful.

Then there is another kind of influence that we can have as a group or as individuals either in institutions that are more or less private or public. I think that we can ask questions about what kinds of schools we have, about the kinds of churches we have, about the kinds of libraries we have. We could use schools as an illustration. Do we agree or not, as a society, that snow or heavy rain or sudden sunshine should not interrupt the classroom. Is it our notion that we should make classrooms in such a way that anything that happens outside of them should be excluded. What do we say in terms of our own values and interests when we do that. Do we say "Well, what we want is a kind of repressive environment, in which what we will do is make the classrooms closed. We will say "Kids, you will pay attention. We are not going to let you have anything to distract you from what we are saying and from what we are doing. You will pay attention to me and do what I say." That is the kind of value we build in the environment as we say we will have classrooms without windows because we want more wall space and it cuts the heating costs and kids pay attention better. The teachers say that their job is so much easier now that the kids are paying attention. And we say we will build more schools that are blind.

We have to ask the question of what we desire for our children or for ourselves, for all of us, in the environments that we make. Should we have rain, or snow, or sleet, or sunshine, or a siren or something else interrupt the classroom or not? My guess is that it is useful to have those things interrupt the classroom. What we seem to know in our society these days is that communication and interaction are essential. If we can only interact and we can only have extensive communication that will be useful and liberating. But if we make classrooms that separate what happens inside from what is happening outside, if we symbolize a suppression of interaction and communication, then I am sure we will not support with the physical environment the kinds of values we hold.

I would like to conclude by noting that we can attend to the patterns of life and activity that we want to support rather than to the visual expectations we grew up with. We can ask that the physical environment support and extend us. I think that we will find quality not by thinking first of what things look like, but by thinking first about what opportunities we ought to support, what actions we ought to take. An environment of quality must start from thinking about who we are, inclusively, and what we want to be able to do, as if we all had social and economic mobility. We must think about those things in great and substantial detail.

SUMMARY OF

ENVIRONMENTAL STUDY PROGRAMS

WITH IMPLICATIONS FOR IMPROVING FUTURE PROGRAMS

The final session of the Conference was devoted to reports from the communities and an open dialogue on the merits and problems of environmental study programs. Suggestions on improvement and procedures for future programs were included in the discussion.

A transcript of the session was analyzed for significant ideas and comments that would be useful for understanding the impact of the study and in organizing and presenting future environmental study projects. In order to make the ideas and comments more meaningful they have been grouped under topical headings. Following is the result of the analysis:

PROBLEMS WITH OBJECTIVES This study was an open ended exploration of the possibilities of professional architects and teachers and townspeople working together to study community environment problems.

For some people this much indeterminacy was confusing. For some people their expectations of "professional" direction was in conflict with the educational purpose of the I.C.A.S. staff to help townspeople and teachers analyze problems and alternatives

Sometimes professional consultants have difficulty relating to their roles as educators, using language that has general meaning, and identifying with all segments of the town populations.

SELECTING COMMUNITY AND PARTICIPANTS The success of an environmental study is dependent upon the community, the participants and the staff. The following suggestions may serve as guidelines for initiating future study.

A. Some communities seem "ready" for a program and some do not, but if enough people are interested, a program can be used to create a "readiness". Some preliminary surveys of the community may help determine the readiness and aid in determining the content.

B. Fast growing communities have new and old residents who have different commitments and concerns for the community.

C. Various organizations and groups in the community may already be working on environmental problems but these are usually uncoordinated.

D. Commitment to environmental study is more likely to occur if there is some possibility that the results will end in action projects or will influence community action. This seems most likely to occur if at least some of the power structure of the community is involved in the program or if the study group has an official or advisory relationship to the local government.

THE PROGRAM Several comments were relevant to the setting for the meeting time and place for the study group.

A. Try to select a meeting place that encourages an informal working group. The high school library without the amenities of having coffee and smoking was found to be too structured an environment for one study group.

B. Select a time that maximizes the possibility of participants attending. One group held their meetings on the same evening but prior to the city council and planning commission meetings. Attendance of these participants was increased.

CONTENT Apparent relevancy of the content to the participants seemed primary to the success of the program.

A. Relate more of the content to community problems that are already recognized by the group.

B. Relate some of the studies to community projects in progress or being planned for the near future.

C. Participant satisfaction is obtained when new community problems are uncovered as a result of the study.

PROGRAM OUTCOMES The following are some ideas taken from personal expressions of benefits they received from the study. They may be useful in deriving objectives for future programs.

A. Participation in the study increases perception of their community. Residents tend not to look at their immediate surroundings.

B. How things look makes a difference in how we live.

C. The kinds of things we learned should be taught in the public schools - at all levels.

D. Seeing "far out" proposals by architecture students makes one more aware of other possibilities for solving problems.

E. People in our society are disadvantaged when they are not helping to make decisions about what is happening in their community.

F. An awareness of your and other's values is necessary in order to make good decisions about community changes.

G. Teenagers often have different and unfamiliar points of view on the community from the older residents. More attempts need to be made to communicate and understand these differences.

H. If residents don't work with the planners, then decisions about the future of the community are made by the 5 or 7 members of the commission.

PROGRAM EVALUATION QUESTIONNAIRE

A program evaluation questionnaire was prepared for use in each community in the study. It was designed to elicit information from the participants that would be helpful in assessing the current program and provide insights into changes that might be made in future studies. It was made at the end of the study sessions and prior to the final conference.

It seems most fruitful to examine all of the questionnaires together. With an N of only twenty-two and the large number of variables affecting each community, a comparison of the responses by community does not seem valid.

The questionnaires were given to those attending the final meeting of the study in each community who had attended one or more of the previous meetings. The final meeting in each community was a review and summation of the total program. Since it was advertised as such, attendance at all three communities was somewhat larger than at the regular sessions. The total number of questionnaires returned was 66. This is a smaller number than the total number who attended the meetings but for practical purposes it will be considered as a representative sample. It should be cautioned that using this as a sample may provide an inaccurate picture.

The questionnaires were designed to elicit different categories of information.* Therefore, rather than considering each question separately, they will be discussed by category, with a final summary evaluation. Not every one responded to all questions and some indicated more than one response. Percentages are based on responses given.

Questions 1 and 2 are simply informational to determine what portion of the 10 meetings were attended and how they received information of the program. Responses to question #1 indicate only 45% of the participants attended 5 or more of the sessions. Question 2 indicates that 69% of those attending heard about the program by direct contact (phone, letter or conversation) rather than a general announcement at a meeting or in the newspaper.

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* A copy of the questionnaire is in Appendix B.

Questions 2, 12 and 14 deal with what the participants expected the program to cover and how well their expectations were fulfilled. It can be anticipated that the expectations are somewhat conditioned by whatever advanced information was received about the program from news media or other persons.

Responses to question #3 suggest that most people had a realistic expectation of the program but 29% did expect solutions to town problems would be provided. According to question #12, 42% felt a study like this should provide solutions.

Question #14 indicates 73% said the program did "more" or "what" they expected. The 27% who said the program did less than they expected may reflect those who want solutions to the town's problems provided.

Questions 6, 7, and 8 refer to the presentations. The discussions and the slides made the most impact on the participants and a majority thought the level of presentations was "about right" and "progressive".

A review of the 15 who felt the presentations were "somewhat unorganized and fragmented" indicated that most of these came from *persons who attended less than half of the meetings. Whether these* responses were the cause of their irregular attendance or the effect is not known.

Questions 4, 5, 9, and 15 asked for a definition and recall of significant ideas or topics that were presented. Without examining the content of the responses, the number who could recall sufficiently to respond can be used as a rough indicator of the impact of the presentations. New ideas were recalled by 68% and 71% were able to offer a definition of "identity".

The most "informative sessions" were recalled by 58% and 56% indicated a topic that should have been discussed or "spent more time on."

Questions 10, 11 and 13 deal with personal awareness and opinions on the importance of the programs. Those responding to questions 10 and 11 indicated the program made 55% of them realize they knew less about their community than they thought they did; 90% became more aware of other points of view in the community. Responses to question 13 show that as a contribution toward preparing people to help make decisions about their community environment, 53% thought the program was very important and 36% thought it was somewhat important.

Questions 16 and 17 related to possible future programs and involvement in environmental problems. Approximately 90% said they would encourage their friends to come to future programs; 77% said they would "very likely" continue to study and work on environmental problems and another 15% indicated they were "somewhat likely" to continue.

Question #18 asked for other comments. Thirty-four responded. Only three gave negative, non-constructive comments. The others were either complimentary or offered constructive criticism.

Summary The success of the program is not easily determinable from this questionnaire. In general those attending seemed satisfied with the presentations and the impact seemed to be strong enough that approximately 70% could recall specific ideas or topics presented. The fact that 55% realized they knew less about their community than they thought they did and 90% became aware of other people's points of view are positive indicators of the effects of the program. Ninety percent were inspired sufficiently to indicate they would encourage their friends to attend future programs. The information that 92% were "very" or "somewhat" likely to continue studying and working on environmental problems is encouraging, but it does not tell us how many were simply reinforced and how many were initiated to this activity.

The irregularity of the attendance at the sessions is not as supportive of the programs as one might want. Whether this was due to lack of interest or from conflicting obligations is not determinable. Unfortunately, it is not known exactly how many participants did attend the sessions regularly. The 22% who indicated they attended only one meeting may represent an unfair bias as a result of questionnaires completed by those attending only the final summary meeting, which was more widely attended in all communities.

News Coverage Some indication of the value of the study and the need for such programs, is found in the extensive newspaper coverage the program received. Commercial television and radio news coverage was also made on various phases of the program. (See Appendix C.)

Percentage of Responses by Community to Particular Parts of Questions on the Evaluation Questionnaire

Questions	Albany[1] N=22	Bend N=22	Newport[2] N=22
1. Attended 5 or more sessions*	27%	41%	64%
2. Heard of the study by direct communication** (face to face, phone, letter)	74	58	76
3. Expected lectures, discussion & committee**	33	30	71
4. Felt most programs would be on solutions to problems**	29	37	23
5. Presented at least 1 new idea they learned**	64	59	82
6. Presented some definition of "identity"*	73	50	91
7. Presentation most significant:"Discussion"**	46	50	57
8. Thought presentations were "about right"**	53	75	37
9. Thought the programs were "progressive"**	53	68	73
10. Suggested topic they wanted discussed more	64	55	77
11. Realized they knew "less" about their town than they thought**	69	50	50
12. Became aware of other points of view**	89	85	95
13. Thought program should focus on providing solutions**	60	50	35
14. Program made "very" or"somewhat" important contribution**	76	90	91
15. Study did "more" or "what" I expected**	56	54	76
16. Stated "most informative session"*	50	50	73
17. "Yes" would encourage friends to come*	86	82	86
18. "Very likely" will continue working on environmental problems	59	86	86
19. Made positive comment*	100	92	83

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[1] Includes representatives from Lebanon (9), Scio (1), Sweet Home(1)
[2] Includes 1 representative from Toledo.

* Percentage based on 22, the N for each community.
** Percentage based on total number of responses and should be compared with caution. This was necessary since some gave more than one response and others did not respond at all to any particular question.

CONCLUSIONS AND RECOMMENDATIONS

Research concerning learning situations in which multi-faceted variables are not controllable usually result in tentative conclusions. This is the case in this study of the feasibility of: (1) environmental professionals working with professional educators, townspeople, and students in studying their environment to produce more qualified decision making; and (2) developing an outline of concepts from the ongoing interaction of professional and lay people in actually studying their environments as a basis for developing curriculum for elementary and secondary schools and adult community study programs.

The major intervening variables that influenced these studies are:

In the towns:

1. The cohesiveness of the towns and the number of factions in operation.
2. The number of interested citizens.
3. The consistency of their participation in the activities.
4. The availability of an organized group that could work with the project.
5. The scope of these people's concerns, in terms of the population, the geographic area, and the man-made and natural environment.
6. Whether the group of participants represented all age and economic groups, short and long term residents.
7. How many other activities these people were currently involved in.
8. What had gone on in related studies just prior to this study.
9. The opportunity to inform other groups in the community of the work going on to extend and support the work of the participating group.
10. The cooperation of newspapers, radio stations, and television.
11. The interest and support of the civic government.
12. The support of school administrators.
13. Interest of art and social studies teachers.

The abilities of the consulting staff:

1. To use language lay people could understand.
2. To help people who wanted quick solutions, and present results to think qualitatively and tentatively about complex problems.
3. To work with quite diverse people as a member of a group.
4. To adjust to new situations that required changes in strategies.
5. To change roles to fit the community education objectives.

The abilities of the Institute Staff:

1. To help consulting staff deal with educational problems.
2. To coordinate work of consulting staff and lay people.
3. To extract critical information from the dialogue.
4. To administer the project flexibly yet effectively.

On the basis of the questionnaire, some of the effects of these variables can be identified. Reports of the local coordinators and staff observations provided information on others.

In the towns the most educational progress took place where townspeople, teachers, and teenagers consistently participated, where they were involved in actual studies, where they had opportunities to present their findings to groups who could influence change, where they could articulate what they were learning, where their work was recognized and valued by the media, even though they may have been troubled by the indeterminancy of qualified multi-varient study of the environment.

The biggest single problem was to help townspeople understand that the purpose of the project was to help them develop their understanding of all the variables and forces of change that had been and and were changing the quality of their environment,so that they could make more reasoned decisions. Townspeople's stereotypes that architects and landscape architects are always filling the role of authorities who can tell us what is "right", "best", and "how to do it" had to be changed to allow the professional staff to work as educators.

Where some visable changes in the environment could be made, which was a signal of "progress", there appeared to be more willingness to work at the more difficult problem solving in other areas.

Working on actual town problems helped the professional school staff students define and articulate their studies in language that was understandable. When this was not the case, townspeople's critiques produced the challenge usually needed to clarify the issue. Townspeople tended to be very familiar with some aspects of their town, and not others. By working in groups they learned from each other. There seemed to be clear evidence that this was a learning process for everyone involved.

Where teenagers were involved in the study, on a more equal basis with adults, where their ideas were respected, they became more interested in their towns, they were more aware of their reasons for liking or disliking the community and they became very willing to work in community improvement. These communities which had not had prior opportunity to use these ideas were able to utilize them quite well.

CURRICULUM OUTCOME

The major outcome of this study was the development of an outline of key concepts that emerged through analysis of the interaction between professionals and townspeople; all the tapes, reports and interactions in the study were analyzed and a working outline developed that can be used to develop curriculum for high school and adult education environmental design courses.

It is written in non-technical language, yet deals with the critical transactions of the man-made and natural environment.

The outline is appendix A.

IMPLICATIONS FOR FURTHER RESEARCH

Two kinds of study now need to be made. One, this curriculum outline needs to be developed and refined with classroom teachers, to develop appropriate activities for different regional, socio-cultural and economic groups. The need for such curriculum is great because of the problems of the cities right now; but at the same time, more depth is needed.

A second kind of study needs to be made of the curriculum by specialists in the behavioral and environmental sciences so that the study of environmental design is adequately inclusive of man's social and physical needs. Anthropologists, urban geographers, sociologists, economists need to evaluate and contribute information so that the curriculum becomes a vehicle for critical evaluation and problem solving skills in this very complex field of subject matter.

Finally, the results of both these studies need to be developed into a multi-tracked program for environmental design education with coordinated films, slides and tape presentations.

HANDBOOK FOR COMMUNITY STUDY

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The following material is an extended outline of a handbook being prepared for environmental studies. Each section herein presented will be expanded to form the completed book which is intended for use by students, teachers and townspeople as a guide for studying their community environment.

- INTRODUCTION
  - What this handbook is about.
- COMMUNITY STUDY
  - Information Collection
  - Phases of Community Study
  - Study Organization
- OBJECTS OF INQUIRY
  - Environmental Elements
  - The Natural Environment
  - The Man-made Environment
  - Imageability
  - Space
- TOPICS OF INQUIRY
  - Organizational Characteristics
  - Community Values
  - Use Relationships
  - Change and Growth
- METHODS AND MATERIALS
  - Study Procedures
  - Study Aids
- COMMUNITY ACTION ORGANIZATION
  - Institutionalization of Environmental Concerns
  - Community Programs
  - Implementation

INTRODUCTION This book is about the look of place--use of place relationship and ways in which we might study that relationship within our environment. It is primarily concerned with the quality of the physical environment and its appropriateness to the uses and activities of the people living there. The book introduces the reader to concepts about city structure and growth and presents guidelines for using these concepts in the study of specific places.

The purpose of the book is to help individuals and groups understand the physical structure and development of their community and to identify the current forces of change. It is hoped this information will provide a basis for making more knowledgeable decisions about the future development of their community.

The basis of the proposed investigations is the "Visual Survey". This method requires little specialized training beyond the ability to look carefully at our environment. The book will suggest things to look for and ways to determine what influence the observed forces and conditions have in directing the future development of the community.

The conceptual information within the handbook is organized in such a way as to allow:

1. General application throughout a wide variety of communities and places.
2. Inclusion of relevant specialized factors when found.
3. Extension as additional concepts and information are discovered.

The intended goal of this presentation is the preservation and development of each community as a special place while being responsive to its changing needs and conditions.

COMMUNITY STUDY Communities of the past were generally unplanned. Their structure and characteristics were the result of individual responses to specific conditions within their surrounding environment. When these conditions provided opportunities for exploitation a new structure and form emerged, sustained itself for a time and was then obscured by yet another pattern. Our communities are therefore museums of the past containing the accumulated physical record of past responses. Our present dilemma results from the problems which occur when we wish to preserve those existing aspects of our community which we value while being responsive to emerging forces of change. Only recently have we become aware of the interrelatedness of all things in our environment and the need for comprehensiveness in working with that awareness.

The majority of information we need to run our daily lives is taken in non-verbally. This unspoken language is exceedingly rich, ranging from yellow curb stripes, and window displays along the sidewalk to furrowed brows and smiles between people.

Communities can be read in much the same way as we read other non-verbal information. By looking at a community and asking questions about it we gain an understanding about its role in our daily lives. We collect the various pieces of information into larger patterns of organization thereby expanding our understanding of the place.

Information Collection: Generally speaking, information is obtained by one of the following three methods:

Direct observation.
Research of documentated and statistical sources.
Personal interview and questionnaire.

The majority of the information for this particular study will be obtained by direct observation with additional information provided by the other two means when necessary for verification and supplementation.

The collecting and structuring of information begins with the identification and description of past, present and emerging patterns of organization and identifies opportunities for future growth and improvement. Finally, analysis and evaluation of the observed information should be undertaken so guidelines can be established to project the desired goals toward reality. The informational sequence may be outlined as follows:

- Identification and description
  - What was.
  - What is.
  - What can be.
- Analysis and explanation
  - The why and how of it.
  - The study of the interrelationship of the parts and context.
- Evaluation and projection
  - Value judgements of the study findings.
  - Projections of potentials and opportunities.

Phases of Community Study: The complete community study may then be organized on a sequential basis of past, present and future. This method is based on the premise that the immediate future is largely determined by the immediate past and that the present is largely understood in terms of images of the past and expectations of the future.

The following outline is presented to clairfy this means of organizing a community study:

The survey

Description and analysis of past, present and emerging patterns of community organization. Focuses on what is and has been as a means of deciding what will be.

Historic survey

A review of the community's development and growth to the present.

Visual Survey

An analysis of the community's present form and use, the forces of change and the emerging patterns of organization. Seeks existing deficiencies and forms a basis for future projections.

Extensions

Examines the potentials for community growth and improvement based on the results of the survey, extensional opportunities and the values of the community. Establishment of community action groups to work toward the ideals expressed in the community values is also essential.

Planning projections

Future oriented proposals which direct exploitation of new opportunities. Presentation of ideas concerning opportunities for future development.

Community action groups

The organization of individuals into groups of common interest to engage the concerns of the community and set forth objectives of development. Establishment of community values as a means of projecting future growth.

Study Organization Communities may be studied as a whole or subdivided into specialized places, identified by their activity patterns or consistent form characteristics. For the purposes of this investigation the unit of study referred to in the text will be called the "place". The methods of study will be applicable to most larger or smaller environmental units of study, including the region, community, neighborhood, district, city block, street or individual site.

Our primary objective is to understand the relationship between the physical organizational structure or look of a place, and the operational characteristics or use of the place.

The look-of-place - use-of-place relationship may be generally outlined as follows:

1. Supporting: Look and use of place are mutually supporting.
2. Non-supporting: Look and use of place do not support one another, although they do not handicap one another. No deception or support.
3. Deceptive: Direct visual conflict; looks one way, operates another.
4. Destructive:Look-use of place handicap one another.

This relationship between the look of a place and its meaning to the people who use it is fundamental to any understanding of our changing environment.

Early man found places in the natural environment which became useful to him because of their particular physical characteristics. Through continual use of these places he slowly began to modify them to his specific needs. This relationship between form and use thereby enables us to understand the activities and concerns of past ages by a thorough examination of the organizational structures they created. This same approach can be used to understand our present and emerging organizational patterns.

To facilitate our study of places we have found it useful to divide it into two areas of concern. The first, "Objects of Inquiry", examines the relationship of each of the elements which make up the place selected for study. The second area, "Topics of Inquiry", examines the relationship between the form of the place and its meaning and appropriateness to the people who use it.

"Objects of Inquiry", as used here, are physical things or elements in the environment. Each primary element of the physical environment is to be located, described and analyzed for a better understanding of the role it plays in the specific characteristics of the place being studied.

The particular role of each element will vary from place to place. Its relationship to the other elements will also change. The purpose of this particular study is to focus on each element and analyze its relationship to the place of which it is a part and to understand its relationship to the other elements within its context. In this way we might begin to develop a more comprehensive attitude toward the interrelatedness of all the elements of our physical environment. This realization that decisions related to changes in one aspect of our environment will have resulting effects in other areas of the environment is one of the most important issues to be aware of during this study.

"Topics of Inquiry", as used here, are notions or attitudes about things in our environment; a way of looking at things. Ideas and concepts concerning the environment are used as an investigative means for recording various objects and stances within the community.

The topic of inquiry directs the particular investigation. It is an examination of one particular aspect of the community to determine what role it plays in the total organizational pattern of the place. Elements of the environment which are related to the topic of inquiry can be recorded on maps showing their location and distribution pattern throughout the study area.

Either the object of inquiry or the topic of inquiry may be held as the constant for purpose of a particular study. The following examples are presented to clarify the two cases:

Case I (Object of Inquiry) "Community Water Courses" Through available maps and direct observation, identification, location and description of all water courses in the community are made with maps, drawings and photographs.

A variety of topics about community water courses may be selected for study as sub-units under the major subject.
Uses: Photographic survey could be presented, showing in detail the various uses of water courses in the community.
Liabilities: A presentation showing in detail the undesired aspects of the community water courses.
Potentials: A presentation showing possible uses of the community water courses which could be enjoyed by the whole community.

Case II (Topic of Inquiry) "Environmental Liabilities" In this case the individual selects a topic of inquiry which is held constant. Identification, location and description of all environmental liabilities found in the community is made by a presentation with maps, drawings and photographs.

It should be emphasized that the studies suggested in the following sections need not all be undertaken for each community. The specific concerns appropriate for study will be generated from within the particular community or place selected for study.

OBJECTS OF INQUIRY Each place is a component within a larger contextual frame of reference while also being composed of smaller internal units of organization. Within this part-whole relationship each contributes to the organizational structure and characteristics of the other; the parts contribute to the organizational characteristics of the whole, while the whole also influences the characteristics of each of the parts. This reciprocal response has altered many of our cause and effect concepts revealing the need for comprehensiveness in working with our environmental changes.

The strengths of each of the parts will vary in relation to the organizational structure of the whole. Each element can play a dominant or subordinate role within the organizational pattern of the place selected for study. One element may so dominate the place that changes in the other elements could have little effect on the quality of the place, whereas, even minor changes to the dominant element could produce major alterations to the overall quality. This concept of dominant and subordinate roles should be given careful consideration in the study of each place.

The role of any one element in the quality of the place may also be dependent or independent. Several elements may interrelate in such a way to form a dependent relationship which requires the participation of each of the elements while other elements could exist in relatively independent roles within the place of study. Again, changes in the dependent elements would produce more drastic changes in the overall quality of the place than would changes in the independent elements. The number and strengths of relationships among the various elements will be an important determination for each place of study.

The results of this part of the study should give us a clear understanding of the particular role each elements plays in the specific characteristics of the place selected for study and should provide a basis for making decisions about changes to that place. We might, therefore, strengthen or weaken the desired or undesired characteristics of any place by altering the strengths or relationships of the primary elements which define the place.

Environmental Elements Elements of the physical environment are combined in various ways to form places which become special to us by our use and understanding of them.

Each of the physical elements of our environment has its own unique characteristics while sharing characteristics with other elements in its context. Each has its own reason for existence, but is dependent upon the existence of other elements. In our study we must attempt to clarify whatever is special while revealing that which is also continuous and common.

This study will focus on each of the primary environmental elements and examine its specific relationship and contribution to the place selected for study.

The Natural Environment When you analyze the natural landscape of a particular place, you notice that things happen in certain patterns. An order exists in the way things live together. All things in nature exist in relationship to other things in a cause and effect condition of interaction and interdependency. All of nature is in a state of change and evolution in dynamic balance. Left alone, nature will continue her checks and balances, changing and evolving, but always in a balanced system.

The objects of inquiry for this particular section will be the primary elements of the natural environment. Elements of the natural environment can be identified and studied to gain understanding and insight into their capabilities and potentials as community resources. These natural resources can play a major role in structuring your particular study area. The primary elements of the natural environment with which we will organize our study are: landform, plantform, water systems, wildlife patterns and climate.

The characteristics of a region contribute to the organizational structure and characteristics of the communities within. Can your region be generally classified? Is it coastal, hilly, mountainous, valley, plateau, plains or desert? What are its characteristics? Do they influence your community's physical organization? Are there specific differences within the community which are generally not found in the surrounding region?

Landform can be an important factor in the form and organizational structure of a place since it is the basic plane upon which all else is built. Its specific characteristics and influence on other elements of the environment should be recorded for each community study.

On a regional scale, farm buildings occupy the high ground forming nodal reference points across a valley. The frequency of these points may be a characteristic feature of an area. Hills or mountains, although not located within a community, can also become a visual reference or landmark for a nearby community and may be used as an orientation reference while moving about the community.

Roads and buildings will change their flat land organizational patterns at hills. Roads will wind up the hill to reduce the grade steepness, while the houses step up the hill adjacent to the road; the form of the houses may change to adjust to the slopes and at some level up the hill houses will begin to take advantage of the view. All these characteristics will contribute to a consistent form pattern which is identifiable and may also identify community districts or neighborhoods; Knob Hill in San Francisco is an example of this.

Prominent public and private buildings many times choose high ground or hilltop locations forming a consistent pattern within the community. These may include churches, hospitals, schools and civic buildings. Community cemetaries will also generally choose a hilltop location in or near the community.

Gullies and ravines also influence the patterns of community growth. The usual gridiron street pattern frequently found on the flat land development will usually dead-end at ravines causing a disruption in their pattern. Bridges will often allow some streets to cross, but because of their expense they will be few in number,thereby altering the traffic flow of a community. Sometimes the buildings adjacent to these areas will seek to use these natural features to advantage thereby acting as a unifying element defining possible neighborhoods or community districts.

There are many ways in which landform can be a contributing factor to the visual and operational characteristics of a community.

Ways it contributes to the characteristics of study area.
If it is disruptive.
If it is used to an advantage.
Could it be used to a greater advantage.
Potentials.

Plantform will vary according to climatic and regional differences, thereby contributing to the specific characteristics of a place. The specific form, scale, growth maturity, density and species variety will all influence the quality and identity of a community.

Trees and other forms of plants can be used to reinforce organizational patterns of other community elements. Street trees reinforce the two dimensional aspects of the path by adding three dimensional definition and four dimensional sequential marking. The scale and spatial quality are determined by the height, spacing and enclosing characteristics of the particular tree.

Seasonal differences in form and color of plants add interest and variety throughout the year. This aspect can be used as a design element to reinforce an area's characteristics at particular times of the year.

In addition to its formal properties, plants also provide protection and shelter and can actually alter the micro climate of an area.

Plantforms, being one of the primary natural elements of a community, can alter the quality and characteristics of a place. They can be used to reinforce other organizational patterns within the community as well as provide environmental amenities of their own.

> What are the specific characteristics of plantform in the study area?
>
> Does it reinforce other organizational patterns or is it a separate system?
>
> What opportunities are there to use plantform to increase the organizational clarity of other elements?
>
> Would plantform provide environmental amenities in particular areas?

Wildlife Patterns will generally play a minor role in the organizational structure of most communities. However, in some communities the wildlife of a region can be a major resource. The economic base of some communities depend on the hunters and anglers who frequent the area and may be a tourist attraction for others as well. Fishing is a major industry for some communities and may be its major reason for being. The organizational structure of the community, in this case, will be directly attributed to the wildlife patterns and water systems of the region.

The character and quality of a community can be enhanced by the appearance of local wildlife. Squirrels playing in a city park can be a pleasant attraction and experience for citizens and visitors alike. Parks can also play an educational role as an extension of its use by having species of the regional wildlife available for children and other visitors.

Wildlife patterns of a region can effect other natural and man-made characteristics and may be the primary reason for being of some communities, thereby directly effecting their organizational structure.

What organizational influence can be seen in the community due to the wildlife patterns?

In what ways can the wildlife of the area become a community feature?

What community liabilities can be attributed to the wildlife of the area?

Water systems are one of the most important elements of our natural environment. Water, in addition to providing one of the basic necessities of life, has been a major community resource providing power, transportation, irrigation, refuse disposal and recreation.

Before the railroad, water courses were one of the dominant transportation routes, thus determining the location of most of the early communities in a region. Early boat transportation also determined the location of the commercial centers near the water and thereby influenced the growth pattern of the rest of the community. After the railroad became the primary transportation means, water courses lost their original importance and became little more than a water source and refuse disposal system for the community. It is only recently that we have begun to see them again as a community resource with visual and recreational potential.

Water courses contribute to some of the landform characteristics described earlier. They form tree-like network patterns on the land defining areas while also acting as barriers to transportation and community growth. Streams become edges for cities and will usually form one boundary of its form until bridges are constructed allowing development to extend to the other side.

Communities will usually develop on one side of a stream long before that development extends across the water barrier. The stream, therefore, divides the community into two districts, the old and new. Sometimes separate communities will form on opposite sides of a stream, later growing together into an urban realm.

Water systems play a dominant role in the organizational structure and quality of a community. Its primary role has changed in time, requiring reassessment of its functional and qualitative potential. It remains, however, as one of the major community resources and should be examined to determine its influence in the community and to explore the opportunities of extending its potentials.

What water courses exist in the community?

In what way do they influence the community's organizational structure?

In what ways is it used by the people of the community?

What potentials exist for its future development?

Climate: temperature, humidity, air movement and sunlight all contribute in varying proportions to the climatic characteristics of a region. There is also a reciprocal response between climate and the other elements of the environment. Climate, therefore, while influencing the characteristics of the natural and man-made elements is, in turn, being influenced by them.

There are several climatic levels within a region. The overall region will have a macro-climate which becomes a general characteristic of the region. In addition, there will be several micro-climates which differ from the macro-climate due to the influence of the natural and man-made elements. For instance, the micro-climatic temperature of cities will usually be several degrees higher than that of the general region, thereby causing possible differences to occur.

Seasonal differences can produce drastic changes in the characteristics of a place. Each study taken during one season should be verified again for each seasonal change. The changes may be so significant that the study result will be drastically different.

Cities, as an extension of man, adjust to climatic conditions in response to man's desire for convenience and comfort. The extremes of climate are generally specifically responded to in form and organizational structure, contributing to the specific characteristics of a place. (An extreme example of this is an Eskimo winter village.) Even less extreme, although characteristic, climatic conditions evoke environmental responses. The veranda is a specific response in building form to the uncomfortable desert sun while the sloped roofs of another region reflect the need to provide a runoff for rain and snow.

The climatic conditions will also affect the activity patterns and operational characteristics of people. Shopping may be done in the cool morning and afternoon hours, leaving the mid-day hours relatively free of activity. In another region shopping may be done in the warmer mid-day hours with morning and afternoon hours relatively activity free. Each case is in direct response to the climatic conditions of the place.

Climate summaryThe natural and man-made environment will respond to the climatic conditions of a region. This response will establish characteristic forms and organizational patterns which can be studied and analyzed for better understanding of their role in the total environment.

What are the specific climatic characteristics of the area?

What responses can be observed in the natural and man-made environment to these climatic conditions?

In what ways could the man-made forms respond more directly to some of the undesireable climatic conditions?

Are there climatic responses which are positive rather than negative?

Is the climate a celebrated event in any way in the community?

The Man-Made Environment Man is born into a pre-existent environment in which he had no part in creating. To become an operational element within this environmental framework he must understand the existing rules of social and natural order.

Man constantly interacts with his environment forming an integral part of an ecological system. The influence of the existing environment causes reactions within man to which he responds by effecting changes which produces a new environment as an extension of himself. It is this interaction which brings about evolutionary change. Environmental evolution is therefore seen as including man-s self-extensional process.

The objects of inquiry for this particular section will be the primary elements of the man-made environment. Elements of the man-made environment, like those of the natural environment, can be studied to gain understanding of their role in structuring our communities. Although communities are composed of essentially the same primary elements, their distribution, organization and specific form differs. It is the intention of this study to examine the specific characteristics of each community and to determine what factors contribute to its specific organizational patterns.

The primary elements of the man-made environment with which we will organize our study are:

People
Vehicles
Paths
Buildings
Objects of Use
Districts

People are the principal dynamic operator within the relatively static frame of reference of the community. Although people may be studied from many points of view, this study will concentrate on the interaction of people with their immediate environment as a means of understanding and improving that relationship.

Man interacts with his environment in two basic ways. First, he is an operator within his environmental context and secondly, he responds to that environment by effecting changes in it. He responds to the perceived opportunities and stresses within his environment by changing it. This change alters the existing relationships in a way which can cause secondary stresses or opportunities to which he must again respond. It is this cyclic interaction which produces most of our environmental changes.

Our study can be organized in two ways. We can hold the people constant and look at the various places provided or needed by different groups within the community or we can hold the place constant and look at the different activity patterns and groups who use the place.

People can be grouped by various characteristic similarities, such as sex, age, race, creed, occupation, income, education, location or life-style. For whichever group you choose to study, be sure your observations clarify the characteristic differences between your study group and other people in the community.

The following example holds the people as the constant for study. Age difference is selected as the study topic and the investigation begins with the recording of the places various age groups frequent within the place selected for study.

For any community to remain a viable place, it must fulfill the needs of all members of the community. What is provided for the following groups? What are the activity patterns for these groups? What are their needs within the community?

Mothers with perambulators
Mothers with toddlers
Preschool children
Elementary school ages (6-12)
Junior high ages (13-15) Pre-automobile
High school ages (15-19) Auto and non-auto groups
Young singles (19-25)
Families
Older couples and singles

Special attention should be given to the particular kinds of interaction between the various groups and the places they frequent; and between the various age groups (i.e. older citizens and children). Maps depicting the activity patterns of the various groups and their centers of activity should be developed for study and review.

A study may also be undertaken for only one group. For example, a study might examine the activity patterns and the interaction of teenagers and the places they frequent, (i.e. teenagers-automobiles-the "strip"-drive-ins.) The study might also examine the relationship of teenagers to other groups, (i.e. teenagers and parents) and record the places frequented by this combined group. This study could then be compared with a study which examined the places each group frequented independently.

Vehicles Man, throughout his history, has developed a variety of extensional means to increase his mobility. Each transportation means produced vast changes in the organizational structure of his environment and influenced his operational patterns in rather drastic ways. The purpose of this study is to look carefully at the primary transportation means to examine its role in the total organizational pattern of the place selected for study.

This study is closely related to the following study on paths, the primary routes of travel. The differences between the two studies is one of primary focus. This study is concerned with the vehicular or transportation mode itself and is therefore dynamic in nature. The study on paths, however, concentrates on the physical organization of the path as an element and is therefore more static in nature. The two studies may be easily combined into a single investigation which examines the organizational structure of the paths and the operational patterns of the vehicles as an integrated whole. It must be remembered that our primary aim is to examine the organizational characteristics of each in relation to the other elements within the environmental context of the place selected for study.

Our study, in this section, will concentrate on the three primary vehicles man has developed for increased mobility: rail, auto and air transport. Of the three primary transport means, the auto has caused the most drastic reorganization of our physical environment. This is due in most part to its adoption as our preferred mode of travel and through its extensive use we have virtually restructured the operational and distribution patterns of the past.

History tells us that the auto is not the first transport mode to alter our physical environment. The railroad, before it, also caused drastic changes, causing some cities to die and others to prosper. Water travel prevailed as the primary mode before the rail and was the primary determinant for the selection of city sites. We can therefore understand that the auto was not the first, nor is it the last, development in our extensional mobility. Air travel has increased at a phenomenal rate and talk of rapid transit systems indicate alternatives to the auto for various kinds of travel. But for each new development there will also occur a corresponding change in our physical environment. Hopefully through this study we can gain an understanding of the relationship of mobility and environmental structure and thereby make more knowledgeable decisions about the corresponding changes which can occur to our physical environment.

Auto We can begin our study by looking at the auto in motion and at rest. Large areas needed for parking increase the amount of open space and spread other facilities which were previously in greater proximity to one another. This also changes the movement patterns to and from those facilities. The density of traffic flow requires changes in path structure and influences the location of other elements in the environment. For instance, commercial structures will locate along the primary access routes to the city,thereby altering the traffic flow characteristics. Also shopping facilities which locate near schools create greater traffic flow causing hazards to children going to and from school. The suggested study for this section will allow you to identify these patterns so conflicts in use can be avoided.

Paths are one of the primary organizers of the man-made environment. Our study in this section will look at the role of the path as a static element of the environment since its dynamic role was examined in the previous section on vehicles. As an element of our environment it has organizational characteristics which influence the other elements of our environment.

The type of traffic flow will be directly influenced by the structure of the path. Long straight roads with large radius curves facilitate rapid movement while short narrow roads and sharp curves require slower speeds. This relationship has reordered our street network into a hierarchy of movement patterns and is presently being used as a means of effective planning.

Paths can also order other elements of our environment. Buildings,and sometimes trees,are aligned along streets. The character of that alignment will identify various areas of the city such as residential, commercial, industrial,and even farm buildings will have their own special alignment characteristics. "Strip" commercial and downtown commercial are identified by the path structure and alignment characteristics and these, in turn, organize the movement patterns into clearly defined differences.

Changes in the characteristics of a residential street can increase traffic flow and reduce the desireability of the adjacent property for residential use while increasing its potential for commercial use. This procedure is evident throughout most cities. The opposite seldom occurs, that is, streets are never reduced in width to decrese traffic and preserve a desirable residential area. This information, however, can be used when planning new areas of our environment by allowing the path structure to determine the adjacent land uses.

Paths also form boundaries to larger districts of our environment. "Main Street" may divide a community into east and west sections. This is even more evident with railroad tracks. The term, "from the wrong side of the tracks", indicates the power of a path to organize and reinforce social structures within a community.

In addition to their organizational role,paths also become primary public realms as well. "Main Street", while organizing the commercial shapes, is also one of the primary socializing places within a community. Residential streets become playgrounds and primary social centers for the residents. The street, therefore, becomes a meeting place for those people related by proximity only. The street, if examined carefully, may reveal itself as a more meaningful unit of the environment than our old concepts of the neighborhood.

Buildings may be studied in terms of their internal or external organizational structure. It is true that the two cannot always be separated so arbitrarily, however, our purpose in this study is to examine the role of buildings or groups of buildings in the environmental context of the place selected for study.

Similar methods of study may be applied to the investigation of interiors. The procedure is essentially the same as that used in the previous studies, namely: identification of the primary elements, analysis of their organizational and operational characteristics individually and in relation to each other and to the whole and, finally, analysis of the interior system as a whole. This process should begin to reveal the various degrees of interrelatedness of each of the parts and the specific ways in which they combine to form the organizational structure of the whole.

Buildings, as elements of the external environment, play an important role in the organization of that environment. They are the primary fixed elements of the man-made world, forming a controlled environment which organizes and facilitates our activities. They combine together to form special places and districts within cities, while the cities themselves grow together, forming urban realms. It will be our task in this section to study just how this combining takes place and what role it plays in the total organizational structure of the place selected for study.

Buildings will generally form relationships with one another by proximity, similarity of use or form and organizational similarities. They combine with other elements of the environment through proximity and organizational relationships, the simplest being alignment. For instance, buildings and trees will align along a street forming a relationship which unites all three elements. They may also combine with other elements to form spaces. The space created will be the binding force uniting the dissimilar elements.

Another formal relationship which unites buildings is a consistency of detail. Buildings constructed during the same time period have a consistency of form and detail which is easily recognized and relates them in time, even though the uses may vary. There are also consistencies of detail unrelated to specific time periods such as building canopies which form a continuous protective covering down a street. This feature, although differing in detail at each building, will unite them through its consistency of application.

Similarities of use is another means of uniting various buildings. Houses have similarities in appearance which enables us to recognize them even though they are dissimilar in detail or form. The same is true of commercial buildings which collect along major access streets and have a consistency of organizational characteristics derived from their use which identifies them regardless of when and how they were built. In fact, this consistency of use may be the primary characteristic within your study area and is also our most used means of classifying buildings. Most of us can recognize at a glance the differences in residential, commercial, office, educational, industrial, and civic buildings.

For each study area defined by building type, you may wish to develop a list of topics to guide your investigation. For instance, even though you have identified your area as residential, you will want to identify more specific relationships which characterize the area. The following list is an example of some topics which can help define sub-units of relationship within residential areas:

1. Type of housing: Single detached houses, row town-houses, apartments, duplexes, motels, hotels, vacation houses, summer homes, weekend homes, etc.

2. Age of housing: Locate housing groups built at the same time, areas of mixed age, the older residential sections, the newer residential sections, etc.

3. Areas of change: Locate areas which are changing in use.Change from residential to some other functions such as commercial or industrial. Change of age, areas which are being rebuilt, older homes being torn down and replaced by newer ones. Areas where the houses are being renewed.

4. Relation to topography: Hillside homes, flatland homes, districts defined by topography.

5. Historical value: Houses which may have historical value to the community.

6. Orientational characteristics: Houses which all face the same direction for views or other reasons even though their ages may differ.

7. Detail characteristics: Houses which may have the same elements regardless of age, same materials, roof overhang, bay windows, color, shapes and forms, etc.

8. Unique characteristics: Houses which may be unique to the area or have some special character which sets them apart.

9. Density: Housing areas which have varying densities. Does this relate to age or other factors?

10. Associations: Housing areas which are associated with other elements of the city such as schools, parks, businesses, the bay, the ocean, rivers and streams, etc.

11. Maintenance and upkeep: Housing areas which are deteriorating and going out of use.

12. Extension growth: What are the directions and areas of residential growth in the area? What are the reasons for that particular direction? How fast is the growth rate?

A study of this sort should reveal just how these relationships contribute to the overall character of the place and can be used to make decisions with regard to change which might occur so as not to destroy the desirable characteristics which give the place its special identity.

Objects of Use include all objects of the man-made environment not previously discussed and are sometimes referred to in other books on planning and urban design as street furniture. They include such items as signs, lights, drinking fountains, benches, statues and sculpture, fountains; just about any element that can be found within the place selected for study. They may be primary features within the study place or neutral objects with little relationship to the other elements in its context. In most cases, however, the objects of use reinforce the organizational patterns established by the primary objects discussed earlier and in some cases may tend to weaken those patterns.

For each area selected for study the objects of use should be identified and their relationship to the other elements recorded and analyzed. Their relationship may be only visual or may actually modify the activity patterns of an area. Though usually small, by comparison to the other elements, their importance should not be underestimated.

Districts are not objects as we usually know them, but are identifiable elements within any city and can be recognized within the natural environment as well. They are usually units of common identity and may be the actual place selected for study. It will usually include most of the elements previously mentioned and will generally gain its identity from the specific relationships of those elements.

Cities are usually composed of many districts. They may be identified by use, such as residential, commercial, industrial and agricultural or may be more specialized. For instance, several neighborhoods may be identified within the residential district of a community. These are sometimes reinforced by having specific names such as "Seven Oaks", "River View","Edgewood", "Knob Hill" and are usually well known to the residents of the community.

Their sizes may vary and larger districts may actually be composed of several smaller districts, each with a number of specific places which are visually identifiable. Our use of the term here does not restrict its use to any one level or order of magnitude. The city as a whole may be considered a district which is composed of smaller identifiable districts which also contain, again, smaller and smaller units. Our only criteria is that the units have a clear identity.

The first part of the district study will be to identify all the smaller units or districts within your study area and identify the next higher district of which your area is a part. They will usually have defined boundaries, but in many cases they will be ambiguous and ill-defined. It will be just as important to identify these areas as it is the more clearly defined ones for they may provide the key to the future maintenance of the districts. For instance, if the city decided a street near a particular district needed to be widened for ease of traffic flow in the area, but was not sure which one would be best, then the study might indicate the correct route so as not to destroy the cohesiveness of the district by suggesting the route be made through the boundary edges or through the weak boundary so as to strengthen the neighborhood identity.

The most important factor in undertaking these studies is to gain such an understanding of your study area that you are in a position to make knowledgeable decisions with regard to changes which might occur there.

The second part of the district study will be to identify and examine the relationships of the elements which structure your district. It will be those relationships which give the district its unique and special identity. This part of the study will proceed as suggested in the previous section of the objects of inquiry by analyzing the role and organizational characteristics of each of the elements to each other and to the whole of which they are a part.

Imageability Kevin Lynch,[1] in his book "The Image of the City" developed a method for recording and studying environmental images of the city which are held by its citizens. He classified the formal images of the city into five types of elements: paths, edges, districts, nodes and landmarks. The method provides us with another means of investigating places.

Mr. Lynch describes paths as "channels" of movement for the observer; and in the image of many, paths are the "predominant elements." Edges are distinguished from paths, but are likewise "linear elements." They may serve as referential "boundaries," "barriers," or "seams," and are important features of organization for many people. This is particularly true when edges serve to hold together areas of a generalized nature, "as in the outline of a city by water or wall." Districts are a third element; they are areas of the city which range in size from medium to large, and are thought of as having "two-dimensional extent." An observer may always recognize a district, once inside it,by its specific "identifying character"; he may perhaps also be able to identify it exteriorly. Depending upon both the given city and individual, people tend to structure their image this way. Nodes are a city's strategic focal points. They may be either junctions of one kind or another; "concentrations," or "condensations" of physical character or use; or a combination of the two. When a "concentration node" is very important to a district, it may be called a "core." Especially as a junction, the concept of node relates to that of path; it is similarly related, as a "core," to the concept of district. Almost every image contains some nodal points, and they may be the dominant features. Lynch's fifth element is the landmark. These serve as an external "point reference," and are usually a physical object which may be easily defined. This is necessary, since their use involves a "singling out" process. They may be within a city, or distant from it, widely-used or local.

When both the observer and the level of his operation are given, "the categories seem to have stability." Under different viewing circumstances, the image-type of a particular physical reality may shift. In reality, none of the elements described exist in isolation, but all interact. The categories must be finally "reintegrated into the whole image."

These elements can be recorded on maps and photographed to show their distribution patterns and interrelationships throughout the study area. Mr. Lynch's book should be used as the prime reference for this study.

1.Kevin Lynch, The Image of the City, (M.I.T. Press: Cambridge Mass. 1960) pp 47-49.

Space is an element of the environment which is recognized in both the natural and man-made environment. We have saved a discussion on it until last because it does relate to both environments and is therefore a means of uniting the two. Space, in a sense, is a residual element, although entirely planned and purposeful. It is the thing which is created by the positioning and distribution of other elements and is not really seen or experienced unless its boundaries or markers are evident.

Space is one of the possible unifying forces for organizing dissimilar elements. Elements can be related by contributing to the definition of the space, such as trees and buildings which combine to form a square. Or, they might be related by containment within the created space, such as a box of junk. Another realm of spatial awareness occurs around objects. Each object creates its own personal space. A pole on a flat plane will demand a certain spatial realm for its existance and when this is encroached upon it appears cramped. The same experience is noted among people, and our awareness of it among inanimate objects may be an extension of our own experience. Each of us has an awareness of our own personal space and are made dramatically aware of it when it is breached.

Significant spaces, however, require enclosure, although specific qualities are determined by its size, shape, character. Spaces may be static in their directional implications or dynamically flowing and directional. Static spaces can become more dramatic by the introduction of extended views from the space so long as those extensions do not destroy the required enclosure.

Open space within our cities has become one of its most cherished and unique features. Every effort should be made to preserve those existing open spaces which contribute to a community's identity and perhaps suggest additional places within the community which should be preserved for its future use.

A useful study can be undertaken to determine the distribution and types of spatial realms occurring within your place of study. Space, although continuous, can be defined by its degrees of closure and its directional characteristics as well as its appropriateness to the use for which it was intended. One very valuable study in this area is the extent and use of open space throughout the community or any selected place of study.

Summary Within this section on Objects of Inquiry we have proceeded under the assumption that a place of study had been selected. It was then the intention of this study that all the elements within that place be identified and analyzed to determine how they interrelated and what role they played in the organizational structure of the whole. Although this is a reasonable approach, it is possible to select an alternative procedure.

Another means of study using the Objects of Inquiry can be structured by selecting only the object of concern. An investigation of its particular manifestations and uses throughout many selected places could then be undertaken. For example, residences might be selected as an Object of Inquiry and an investigation started along the suggested guidelines presented previously within that section. The scope of the investigation might include a whole city, district or neighborhood and could be undertaken for only a given street. Parking is another example of a limited study undertaken to examine that particular aspect of the object of inquiry, vehicles. This particular study would examine only that one aspect within a selected area. Other members of a study group might select another object of inquiry within the same area. The various individual studies could then be combined into a group effort resulting in a comprehensive survey of all aspects of a given area.

It was noted at the beginning of this section that each community would suggest its own particular areas of concern and that the selected studies would be generated from those concerns. However, our primary concern is to develop within the reader an awareness of the total interaction of all the elements within a selected frame of reference. This concern is based on the awareness that decisions made in one area of the environment will have a resulting effect in other areas. Too many times those decisions solve one problem while creating two more. We do not mean to suggest that the narrow studies are not useful, they are. We would suggest, however, that the studies undertaken from a narrow scope be viewed within the framework of a broad overview of the whole environment and that decisions based on your findings be tested against other areas of concern before final implementation.

Our next section, Topics of Inquiry, will examine yet another direction for study. It is directly related to our concerns in this section. However, it begins from a broader conceptual framework about environmental relationships and proceeds to the study of various objects and places related to the specific topic.

TOPICS OF INQUIRY Topics of Inquiry, as noted earlier, are notions or attitudes about things in our environment; a way of looking at things. This portion of the community study will concentrate on this aspect, presenting concepts about form and use with which we can better understand our environment and expand its potentials.

Whereas the Objects of Inquiry examined the relationship of each element to the place selected for study, the Topics of Inquiry will use ideas and concepts concerning the environment as an investigative means of recording and studying various related objects and places within the selected study area. The topic, therefore, directs the particular investigation.

Each topic provides a means of examining a particular aspect of the place to determine what role it plays in the total organizational pattern. Elements which are related by the topic can be recorded on maps, showing their location and distribution pattern throughout the study area.

Generally speaking, the Topics of Inquiry can be categorized under the following four headings:

Organizational characteristics
Community values
Use relationships
Change and growth

Each of these major headings will contain several topics, each of which forms the basis for a particular study.

It must be recognized that some topics could be grouped under more than one major heading, depending on differing points of view. Each topic which has this capability will be noted and the various viewpoints discussed.

Organizational Characteristics This section looks at the role of organization in the specific structure of the place selected for study. Organization in this context refers to the physical order of the whole, and the interrelatedness of the parts which combine in particular and special ways to form the identity of the place.

An understanding of the organizational structure of a place provides us with a means of evaluating the effects of proposed changes, so those aspects of the place which are deemed desirable are not lost or destroyed by new developments. We have already gained some understanding of this topic in the previous chapter, "Objects of Inquiry". There, the role of each element within the organizational structure of the whole was examined. Our concern in this section is to examine the larger organizational patterns within the study place, the visual order of the place.

Organizational Characteristics are:

Interrelatedness	Conflicting Relations
Identity	Public-private Realms
Unique Features	Associative Relations
Consistant Details	Multiple Relationships
Part-whole Relationship	Contextual Relations

Interrelatedness is a concept which has been continually emphasized throughout this presentation. It is one of the most important concepts introduced, since it deals with how things combine to form larger or multiple units of identity.

The natural and man-made elements of our environment can combine in many ways to form special places. How they combine is the point of this study. Trees and buildings can combine to define spaces, streets and trees support one another forming spatial corridors, as do buildings and streets.

To interrelate, elements must have some characteristic similarities in appearance or combine together to form another unit which depends on the contribution of each of the separate elements. Multiple relatedness results when various characteristics of each of the elements combine together differently. For example, color may unite some of the elements, while proximity, size, shape, or alignment may relate other elements.

The strength of the relations will be determined by the number of similarities or the power and dominance of one of the characteristics. In the case in which elements are related by forming another unit of organization, the strength of relationships will depend on the uniting force of the newly created unit. Alignment is a simple example of this. Elements lined up in a row form a consistent pattern which is stronger than each of the parts.

Preserving a sense of identity, satisfying the human need to belong in a place that has meaning to the individual, is one of the critical issues as our communities grow. One way to do this is to study our environment, look at its strengths and weaknesses as a place to live, and then plan together ways to improve its potential. This differs from just surface beautification. It means we need to study how our environment works in relation to how it looks. The reason for this is to enhance our sense of identity, our pride in living in a place because we are maintaining our unique community, its history, its attractiveness, its features, its unique qualities as a pleasant place to live.

The identity of a place will depend on the specific distribution and characteristics of its elements. Having strong or weak identity means that the elements are either highly special and unique, or are similar to other places and therefore indistinguishable.

Identity can be achieved by a few dominant elements or characteristics which capture the visual field or may depend on the consistency of detail characteristics among most of the parts. In either case, the place must offer something which is special and somewhat unique to be registered in the mind and remembered. To be remembered, an event or place must have impact and structural clarity. Ambiguous events are easily confused in the mind since there are too many alternative ways to complete the image.

Visual identity is important because it enables us to remember places and separate them from their surroundings. The ability of a place to fix itself in one's mind is fundamental to any discussion of whether or not a place is beautiful. And, certainly, it would seem unwise to destroy the identity of a place in an attempt to make it beautiful.

What community features or consistencies contribute to the identity of your community?

What natural or man-made elements in your community could be reinforced to become a stronger part of its identity?

What parts of the community detract from its identity?

What makes your community different from others?

How would you describe your community to someone who has never seen it so he would recognize it?

Is your community's identity consistent for all members of the community?

Unique Features are anything of positive distinction which contribute to the identity and characteristics of a place. These features may be natural or man-made elements, or combinations of each in particular relationship to one another, forming places which have recognizable character.

Each community will be composed of a variety of places, each with its own special characteristics. The variety and differences of these places adds richness and vitality to the community, allowing a choice of places for people to live in.

These features should be identified and analyzed for each study to determine their role in the structure of places. Their preservation and development should be considered essential to the continued vitality of a place and new developments which would seek to destroy and weaken them should be carefully considered, since these features provide the necessary means of orientation within the community so essential to one's sense of well-being.

Consistent Details are those features which, by their repetition, add up to a complete identity or image of a place. Many times they are subtle characteristics which are generally unnoticed and their importance misunderstood, which therefore makes them vulnerable to destruction by those who are unaware.

They are no less important than the unique features discussed previously and, in fact, may become powerful enough in their imageability to become unique features. Places like New Orleans, San Francisco, and New York are strongly dependent on their consistent details for identity. Climatic and regional differences may be major determinants for the consistent details.

Consistent details may be any natural or man-made elements which are repeated throughout the study area. Trees, light standards, paving, canopies, window details, color, roof or building forms, all may be consistently organized, contributing to the specific characteristics of the place.

The consistent details should be recorded and analyzed for each place of study to determine their importance in the characteristics and activities of the place. New developments could be reviewed in relation to these characteristics so as not to destroy the identity of the place.

Part-whole relationship is one of the most fundamental concepts in complex organizations, and provides us with a means of identifying the contextual relationships of elements within hierarchical organizations. We have all realized, at one time or another, that what we once considered a whole was really a part in a larger context. This relationship, it seems, is never-ending. It does, however, reveal the changing role of elements in various contexts.

One of the first tasks, regardless of the study topic, is to establish the part-whole relationship. Know what the component parts are, and how they interrelate to form the unit under study. Also, establish the next higher context for your unit of study, determine what role it plays as a part within that context, and analyze the particular relationships it has with other elements within that larger context.

Conflicting relationships exist throughout our environment. In this section we are primarily concerned with the visual or physical organizational conflicts of a place, but to be complete the study should include conflicts in use and visual organization as well as those conflicts resulting from growth and change or community values.

Most conflicts within our environment are made painfully obvious to us through direct confrontation. Vehicular and pedestrian conflicts and adjacent land use conflicts are seen daily within our communities. Many conflicts, however, are more subtle in nature and require some depth of study to reveal their basic cause.

Each study of conflicts within the environment will begin with a specific subject. In our case, it might be broad and general in scope such as a survey of conflicts throughout the community. In another, a specific subject might be selected such as "Auto-Pedestrian Conflicts on Main street". In each case our procedure will be approximately the same: Identify and locate the conflicts within the area you have selected for study, analyze those conflicts to determine their specific relationships and causes, suggest alternative procedures for resolving those conflicts.

As noted previously, each community will generate its own topics of concern and those topics will differ from community to community. Our procedure throughout this section will be to develop a method of approach which will help us to examine in detail the various aspects of the conflicts while allowing the specific topic to be freely selected for each community.

Public and private realms can be studied in relation to each of our major headings within the topics of inquiry section. It is included here because the first aspect of the study should examine the physical means employed to differentiate the two areas of our community. Again, the study can be undertaken for any place desired, including the whole community or a limited segment of it.

The first task is to identify and locate the two areas on a map of your selected area. The second phase of the study will examine the organizational characteristics which define the two areas and determine their consistency of application. Special attention should be given the ambiguous territories, those with few, if any visual clues. A study of how the organizational characteristics influence the use of the two realms will be most revealing. Suggested means of altering those relationships will be a significant extension of the study.

Associative Relations Most of the relationships we have discussed so far have been those determined by use or proximity. Elements of our environment may also be related by association which does not require a proximal relationship but depends on the identification symbols employed and the memory of the individual users.

The most common of those elements are the national, state and regional businesses which have building locations throughout a wide area. Gas stations, motels, banks, chain stores and governmental offices are some of the elements which rely on this means of relationship. Visual identification becomes most important to this type of organizational network although recently some of these associations have begun to relinquish some of their identification devices in an attempt to become a less conspicuous foreign element within the community, one which relates to the local context as much as possible without loss of identification. A study of their extent and impact within your study area in relation to the local establishments can be most revealing.

Multiple relationships provide the environment with its inherent interest and vitality. It enables elements to relate to one another on several levels providing complex interrelationships and multiple interpretations of our visual environment. Knowledge of this concept can provide us with a valuable tool for reorganizing our environment.

Relationships require similarity of characteristics or correspondence to larger contextual organizations or processes. For example, similarity of color might unite two elements dissimilar in every other way, while at the same time another element could unite with one of the two through similarity of form. Simultaneously all three could be related by alignment, containment or some higher organizational level. Streets and automobiles, although dissimilar in appearance interrelate through use and pattern consistency. The streets also unite the various vehicles by containment.

An exciting study can begin by recording all of the kinds and strengths of relationships occuring within a selected place of study.

Contextual relations In previous sections we have discussed the context as being the fixed element within which we altered variable elements. The relationship between elements and their context may also be examined from another point of view. In this section we will examine the notion of changing the context while maintaining certain elements as the fixed condition.

The relationship between an element and its context is a bond which is broken by changing either the element or the context. Usually it is the element which is altered within a slowly changing context. However, in some instances the context may change more rapidly than the element. The relationship of a city and a river can be used as an example. The river has remained relatively constant while its context within the city has changed. The city, therefore, is a new contextual frame of reference for many of our natural environmental elements.

Our study should seek out those rapidly changing contexts to determine the fixed element relationships so recommendations can be made for new relationships to maintain and extend the desirable qualities of each element.

Community Values This section examines values placed on certain features of the study area by the person or group doing the study and the people who live in the community. This is sometimes difficult to ascertain, however, in many instances, as the clues are all too obvious. Our intention is to determine the attitudes of both the owners and users of a place by visual means only. The results of the visual survey may then be verified later by personal interview or questionnaire if needed.

Attitudes concerning a place are reflected in the things we build and the way we care for our portion of the environment. These attitudes may be held individually or may be shared and reflected by certain segments of a community, or by the community as a whole. The results of this study will generally indicate that the people of the selected study area will feel that they live in a privileged place with recognized advantages and distinctive qualities, or they will find their surroundings merely tolerable or worse.

Community Values may be described as follows:

- Nonverbal communication
- Maintenance - care and neglect
- Environmental accounting, assets and liabilities
- Resources
- Public facilities
- Symbol and fact.

Nonverbal Communication The majority of information we need to run our daily lives is taken in nonverbally. These messages are contained in the things we build and maintain. Personal attitudes are also expressed in the buildings people occupy. Some show us they care about their environment and care about others who might use it; others show little concern. Sometimes this image is unintentional and people are unaware that they are presenting an unattractive or misleading image. Communities as well as individuals project this same kind of image. How many times have we seen signs welcoming us to a community where the sign is so badly deteriorated and neglected that it tells us they really don't care.

What does your community communicate about itself and the people who live there?

This study will examine the communicative aspects of form. By searching out and recording the formal relationships which provide us with information we gain another level of awareness about our community. Many formal organizations within the community have intended messages while others are the result of our attitudes and actions and are thereby unintentional communications. Yellow curbs are intentional markers which tell us where not to park, while a messy and unkempt yard indicates to us the owners attitude toward that aspect of his environment. Care and neglect are powerful indicators of personal and community values.

Maintenance - Care & Neglect The elements of our environment have a tendency to deteriorate or decay unless there is an additional input of energy to maintain or expand their organization. This observation provides us with a useful tool for assessing community values. Those things which we care about are usually maintained while those which have lost their value are usually ignored or replaced.

Elements which are replaced within our environment indicate a change of values while obsolesence and neglect imply a lack of value. This is seen in our use of buildings. Buildings which have lost their value for one use are usually adapted to another use. When the building is no longer valued, then it is removed and the property is available for another use. In each case, a change in our values has produced a resulting change in the physical environment.

This study will concentrate on identifying and locating obsolete or neglected areas within the selected study place. By using maps we can determine the extent and distribution of our findings. We can then begin to determine the cause and suggest alternatives to correct the situation.

Environmental Accounting - Assets & Liabilities Environmental accounting refers to our attitudes about elements and places within the environment. Although there is seldom complete agreement as to the relative merits of some aspects of our environment, there are usually many elements which we can reach agreement on.

This study is best conducted with a group of people. Each person identifies the assets and liabilities of the study place independently. After the individual recording is complete, the group should combine these into a single list which has the agreement of the group and may be verified with others if desired. The completed list will begin to identify those areas in which general agreement can be reached.

The assets of a community can be used as a means of evaluation for proposed new developments. In this way we can forestall developments which would weaken or destroy existing community assets while also providing the awareness necessary to integrate the new developments into the community fabric. Awareness of the liabilities of a community also allows us the opportunity to correct these deficiencies by using the new developments effectively. In each case the assets or liabilities can be used as the criteria for integrating new developments into the community.

Resources Whereas the assets and liabilities of a place are a recognition of values, a resource is a recognition of the potential of something. Its value lies in its potential as an asset. This recognition comes when we perceive the potential value of a thing even though it has existed for some time in our environment.

Our study will concentrate on identifying possible resources within the place selected for study. This may be more difficult than our past studies since it involves an evaluation and projection of the elements potential value and is not just an identification of its existing characteristics. An example might clarify this relationship.

An unkempt vacant lot might be found which has had little value to the community and has actually been a liability to the surrounding property. A study of the surrounding area might reveal the lot's potential as a neighborhood park. Realizing the lot's potential can change a liability into an asset and may become a generating force in upgrading the whole area and may even become a community feature.

Public Facilities are those items provided by the community for the use and general well-being of its citizens. It includes such places and items as parks, libraries, museums, water and sewer service, schools, post offices, police departments, fair grounds, and includes any items provided for the use of the general public.

This section is included under "Community Values" since the provision of public facilities is a reflection of community values. A community with a wide range of facilities will generally have an active community awareness among its citizens, whereas a community which has a low community awareness and involvement will generally have few public facilities.

Our study will consist of identifying and locating these facilities on a map of your community and should include a list of needed facilities not presently provided by the community. This list of needed facilities can be coordinated with a community action program seeking to expand the community's potential.

Symbol and Fact refers to a condition of our perceptual awareness. We seem to be willing to accept the most meager symbol as a substitute for the actual thing itself. This is due, in part, to our mental ability to categorize things which hinders our actually seeing the specifics of the thing itself. This condition has resulted in much of the shallowness within our man-made environment.

It has also caused a large number of misjudgements to occur relative to our environment. A park was provided for a small community which over the years had little use. The city fathers decided a park was unwanted by the community and used the land for something else. What happened was the result of symbolization. The park actually was poorly located for easy use by the community and there were no activities specifically provided for within its boundaries. Its lack of use was due to its specific characteristics rather than its generalized symbol. The city lost, not only a park, but the possibility of a future park because the city fathers assumed the citizens rejected the symbol, park, rather than the specific aspects of a particular park.

How many similar items can you identify within your study area where symbols have replaced specific notions about the place itself?

Use Relationships In this section we will examine the role of the user as a determining factor in the organization of the place selected for study. Our subject will therefore be more kinetic in nature than the previous investigations and will involve tracing movements and activity patterns within the area of study. Since form and use are so integrally related our study will seek to reveal the specific nature of that relationship and its role in organizing our man-made environment.

The relationship of form and use is extremely complex due to their inter-dependency. Forms direct and control our movements while providing a frame of reference for our activities. Simultaneously our activity patterns determine the location and distribution of formal elements within our environment. Therefore, changes in either one will necessitate changes to the other.

Each of the following topics will suggest specific studies related to use. Each study may then be divided into two parts. The first part will be concerned primarily with analysis of the existing conditions while the second part explores new opportunities for future development.

Communication
Mobility
Activity Patterns
Choice and Opportunities
Multiuse and Reuse

Communication A city is many things to many people. It is a place to work, live and enjoy ourselves, but most of all it is a place to exchange goods, services and information. This view of the city allows us to examine it as a communication network which facilitates the transaction process. The size of the city and its proximity to other centers will determine the range and extent of goods and services available to its residents and usually determines the information potential of the community as well. All of this has a direct relationship on the intensity and complexity of activity within the community.

Since a complete study of such complex relations is beyond the scope of an individual study, we suggest that it be undertaken for individual cases only. For a given period of time, say a week or so, keep track of trips and transactions. Show the routes of travel on a map of the community and indicate the type of transaction completed. Special attention should be given to the frequency of repetition of routes and transactions. These will begin to collect into patterns of work, shopping and other specialized routes of communications and will eventually provide a complete record of your routes and points of communication within the community. Compare it with those of other individuals and note similarities. Suggest ways in which this process could be improved.

Mobility The mobility of a population will directly affect the communication process previously discussed. Activity patterns and use relationships will alter with each new extension of our mobile powers. In our present environment the automobile has changed the organizational characteristics of our communities in rather drastic ways. Yet, it was not the first, nor the last, to do so. The railroad before it had a great impact on the existing community structure developed during the river boat and wagon era, while also influencing the development of new communities along the newly established routes of communication.

Our study will examine the effect of mobility on the physical structure of the community. This is best done by looking at the community as a whole although it may be done with selected areas as well. Since the automobile is our prime means of travel, it will be the first examined. The most easily recognized change in our communities due to the automobile is the spread of the community into the surrounding farm lands. This wide-spread distribution is not possible without the auto.

Another result is our newly developing "strip commercial" areas which respond directly to the demands of the auto. Their location is determined by the entry routes to the community, while their organizational pattern is dispersed by the need for adjacent parking. Compare this organization with that of the downtown.

Activity Patterns refer to the identifiable group patterns of use within the community. The study may be organized by selecting an identifiable group related by age, sex, interest, occupation, etc., or by an identifiable activity such as shopping, recreation or work. For instance, a useful study might be undertaken to examine the activity patterns of teenagers with cars. The phrase "dragging the gut" has very special meaning to them. Where is this route in your community? What defines it? What are the specialized activities taking place there? An examination of this sort can reveal much about the interests and activities of a particular group.

An important part of this study will be the identification of activity centers for each selected group. Special attention should be given to the organization of these centers. Are they formal or informal?

Formal centers will usually be institutionalized by having a charter and an organized membership and may have a physical symbol such as a meeting house. Informal centers are usually places which have not been formally selected but have become "the place" by informal agreement. The one drive-in restaurant within the community selected by teenagers as their center is an example of this.

Each study should clearly show the patterns of activity and the special characteristics of the centers which generate that activity.

Choice and Opportunities This study is an extension of the previous one. It involves the examination of needs for various groups within the community and an analysis of the possible places which might fulfill that need. This is therefore a future oriented study based on the premise that a viable community must fulfill the needs of all its citizens. What opportunities are there for the various members of your community?

The range of choices and opportunities will vary with each community. This necessitates a thorough analysis of the existing conditions guided by the established needs of the particular group. Special attention should be given to the utilization of community liabilities as a possible solution to these needs. In many cases a liability can become an asset by recognizing its potential for fulfilling a new need. A vacant building which was formally a liability to the other shop owners might become a teenage center providing renewed activity in the area, solving both the needs of the teenagers and the merchants.

The freedom of choice for each individual is directly related to the number of opportunities provided for him. Our study involves expanding those opportunities for each group by utilizing the available resources of each community.

Multiuse and Reuse The form of things allow them to be used in many ways. Sometimes the form is highly specific, allowing a limited choice of use, while other forms offer a greater range of use potential. Objects intended for only one use are found to have formal characteristics which allows a potential for other uses. We have all probably found objects intended for one purpose and used them in another way. The form, in this case, offered us the opportunity for a new use.

Just as the form of tools and other objects allow us to use them in many ways, communities may also offer us the opportunity of using their organizational structure in multiple ways. In small communities where resources are limited, we should try to expand the potential of available resources by seeking out the opportunities and deciding how best to use what we already have.

Buildings and places within the community which have become dysfunctional or obsolete should be analyzed to determine other possible uses. Their lack of use and decay can be a detriment to the whole community.

Change and Growth Change appears to be inevitable within our environment and will occur with or without our assistance. Growth, on the other hand, requires an input of energy, otherwise entropy, a loss of organization or decay, will occur. Some areas of our environment are more susceptible to change than others, causing various sections to deteriorate or grow at different rates. Other changes are cyclical or recurring changes which can be anticipated for known rates of change. Each change, however, causes a reorganization of its related elements, therefore decisions made regarding changes to one aspect of the environment will have resulting effects in other areas as well.

Our studies in this section will be concerned with some of the aspects of change and growth which affect our communities. It is hoped this awareness will help make decisions concerning changes in our environment that will protect and expand the positive aspects of each community and maintain it as a special place.

The following are areas of change and growth:

Historical Review	Reinforcements
Forces of change	Obsolescence and Renewal
Generators	

Historical review of each community is essential for an understanding of the forces and effects of change in time. This requires a review of available documentary sources and is not a visual survey, although some of the organizational patterns of the past may still exist. The growth and development based on past decisions can be traced and the results evaluated providing a possible basis for future decisions.

The technological time period of development will be of significant importance in the organizational structure of each community. John R. Borchert,[2] in his article "American Metropolitan Evolution", identifies four primary epochs: the sail and wagon era (1790-1830); the iron horse era (1830-1870); the steel rail era (1870-1920) and the automobile-air-amenity era (1920 --). These are important because each community's organizational pattern will be largely determined by the time period of its original development and will thus be a factor in all its future developmental changes.

Forces of change There are many forces at work which result in changes to our environment. Some are initiated from within the community; others are the result of decisions made outside the community. For convenience these forces may be classified as natural, social, economic

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[2] John R. Borchert, Geographical Review, July, 1967, p. 301-332.

and technological. Each one may affect different segments of the community resulting in various rates of change for each area.

The development of new transportation facilities is an example of a powerful technological force which has caused many communities to grow rapidly and others to decline. Accessibility is therefore seen as a primary factor in a community's development. Each community which hopes to grow must be connected to the prevailing transportation modes.

Growth is one aspect of change. It requires an input of energy to increase the organizational structure of any system; in reference to our communities this requires an increase in population. To support an increased population the community must have a local resource base or one within commuting distance. Therefore, each community, depending upon its resources and the forces of change, is expanding or contracting at different rates. Is your community growing or declining? Can you determine its rate of change? Can you identify the forces of change?

Generators are those elements within the community which initiate the growth and development of other elements. In many cases these are public developments which means we can control their locations and thereby control the future development of our communities.

Developments proceed by the exploitation of recognized resources. Therefore, each resource is a potential generator of a specific development. The location of railroads will usually determine the location of future industrial developments; commercial developments will increase around new access routes; a new school will attract increased residential development. All of these are examples of the potential influence of certain elements.

The aim of this study is to identify as many of these elements as possible and indicate the types of development each can be expected to produce. In this way we can use these elements as a means of directing our community's growth in directions which will provide the greatest benefit to all its citizens.

Reinforcements Each new development within our community has the ability to strengthen or weaken the existing organizational patterns. This is an important concept which can be used to reinforce the positive aspects of our communities and weaken the negative liabilities. This means we should use each new development in ways which can increase its potential beyond its initial purpose; this is most important in communities with limited resources.

Communities whose developments reinforce one another obtain a strength of stability which exceeds the individual power of the component parts. This can be a primary factor in the ability of a community to withstand the destructive pressures brought about by changing conditions. It is also a factor in the viability of the community contributing to the spirit and community awareness of its inhabitants.

Our previous analysis of the existing community and the values placed on its various characteristics provide a means of determining the proper location and distribution of new developments within each community.

Obsolescence and renewal Just as some areas of our communities continue to grow and develop, others become dysfunctional or obsolete. It seems unreasonable to assume that any area of the community would continue to prosper indefinitely, therefore, obsolescence is seen as part of the natural process of growth and change. If obsolesence indicates a lack of value for a place, then renewal implies a reevaluation of its potential as a resource.

Renewal of a place can take two forms: it can be reorganized to meet the new demands imposed on it or it can be reused for another purpose. The general pattern seems to be one of reuse at progressively lower yields until such time when destruction and rebuilding becomes necessary or the value of the place becomes so high that it can no longer support its present activity. Obsolescence and renewal can thereby be viewed as a cyclical process of change, except in those rare instances when a place completely loses its value and continues to deteriorate.

Our study should seek to identify those areas of the community tending toward obsolescence, attempt to reveal the cause of deterioration and suggest alternatives for renewal. In this way we can preserve the positive aspects of the area while preventing possible costly reorganization of its physical framework.

METHODS AND MATERIALS Study Procedures An environmental study may progress in one of two ways. In the first case, a place is selected for study which holds some interest for you. A general survey is then undertaken to give you an overall familiarity. The objects and topics of inquiry are then used as a guide to examine the specific relationships of the elements which organize the place. At this time you will usually become aware of its special features and characteristics which will usually generate specific topics of concern for further study.

In the second case, a topic of inquiry is selected which holds some interest for you. A general survey is then undertaken for the purpose of identifying its relationship in various areas of the community. An in-depth study is then begun in selected areas and may proceed to include the whole community or region. During this investigation you may find it necessary to expand or contract your original topic to comply with the specific demands of the area in order for it to have relevance.

A careful method of recording the progress of the investigation needs to be developed and consistantly followed. Each study will suggest its own study media which may include maps, photographs, drawings, diagrams or models. In any case, always record the date of the study and, if possible, the beginning and ending times to the nearest half hour. If the times cannot be remembered, try to note if it was morning, midday, afternoon or evening. Record also any significant event so it can be verified for other times.

Study Aids Maps will be one of the most essential items for carrying out the study and recording your results. They may be obtained from a variety of sources and should not be difficult to find on any scale desired. Private, local, state, and federal agencies produce a number of useful maps. Some of these sources include:

Private sources. Chamber of commerce, trade associations, banks, service clubs and similar organizations sometimes produce useful maps.
City. Offical city directories, city zoning maps, planning departments and assessors maps may all be obtained at the city hall.
County. Zoning, planning and assessors maps can usually be obtained at the county court house.
State. State planning agencies, highway department, water resources board, forestry and recreation agencies, schools and universities all use a variety of maps which may be useful for your survey.
Federal. Planning agencies, highway departments, Post Office Dept., Geological Survey maps, Forestry Dept., Bureau of Land Management, Agriculture Dept. and others will all be places to check. The Post Office Dept. is particularly good for rural farm route maps.
Historical. Libraries, museums, historical societies, state archives, local citizens, historical atlas and local and state schools.

The usual highway maps obtained at service stations are usually not adaptable for local study purposes.

Scale Depending on the extent and depth of the survey, maps of varying scales may be used. The scale of the map may also influence the scope and depth of the survey. The survey can progress from small scaled maps showing large areas to larger scaled maps of smaller areas containing more detail.

Type Maps depicting a variety of specialized information are also available. These include: topographic maps, highway maps, drainage basin maps, flood plain maps, soil survey maps, vegetation maps, property maps and building location maps.

Some of your survey information may be recorded in this way resulting in a specialized map of your own. For example, a map showing the tree locations in a selected neighborhood area or a map showing the amount of land devoted to the automobile in a given area of the community.

Use Check the date of the map to determine if the information is current. Always verify the map data with your field findings to see if they correspond. Many times the map will be incorrectly drawn or planned features are recorded which have never been executed. Correct your map as needed for your particular study.

Maps may be traced to make a new map containing only the desired information. In this way you can clarify the desired information and include only the information relevant to your particular study. Copies can be made by a variety of processes such as Xerox, photo copier or several processes available at local printing firms, blue print shops, or private organizations.

Notational systems may be developed to facilitate ease of recording the survey results and clarity of presentation. Symbols can be easily recorded on maps during the survey saving time in the field otherwise taken up by lengthy note taking.

The notational system may be composed of symbols, colors, reference numbers or letters. Symbols should be carefully selected to avoid confusion. If several studies are to be combined into one presentation, then coordination of the symbols is necessary for clarity.

Color is an excellent means of showing differences on maps or diagrams and can have a high degree of clarity for one of a kind presentations. If, however, you plan to reproduce or copy your presentation, then color provides some difficulty. Color is difficult and therefore expensive to reproduce. Color may be used in the field for ease of recording your findings and another means used in the final presentation which can be reproduced with ease and limited expense.

Aerial photographs are excellent sources of information. These are usually done by private companies although your county assessor or planning department may know where they can be obtained. They are also used extensively by the highway department which would be a good place to look.

If you have an airplane available to your study group you could take your own photos and be more selective about the photographed information than the ones obtained elsewhere. Aerial photos can reveal patterns not easily seen by your ground survey especially the larger patterns. This makes the aerial photo an excellent study media. Existing and developing patterns observed by aerial photos can be verified by ground surveys to determine their impact within the community.

Aerial photographs taken by companies or local governmental agencies are usually up-dated every few years. This provides us with an excellent means of studying the community growth in time. Sequential photos showing the directions and extent of development can be obtained and used to study the effects and directions of growth in particular areas of the city.

Photographic media are one of the most useful means for recording aspects of the physical environment. It requires little technical skill and provides a consistent means of recording your information which is fast and accurate. Photographs can be keyed to your map to illustrate various aspects of your study.

Photos may be colored or black and white depending on the requirements of your specific study. Slides are useful for showing to large groups and may be projected onto paper and drawn over to produce diagrams and drawings for use in your study. For example, a slide of your downtown could be projected and drawn over to be used later as a means of showing different color schemes possible on existing downtown buildings. Also, new buildings proposed for the downtown could be drawn in to show their impact on the rest of the area. This technique can be used for a variety of purposes and should be explored.

Black and white photos have the advantage of being reproduceable at many different scales and allows several copies to be printed if needed. These photos can be used for display purposes to illustrate your findings to the community and can be a major presentation at festive community occasions.

Study areas which are undergoing change should always have before and after photos. Also, areas which you have studied and made recommendations for improvement should also show the before and after conditions of the improved area. These can be submitted to state and federal award contests on community improvement for recognition and possible prizes.

Motion pictures can be used to show activity patterns and the dynamic changes taking place in your study area. Timelapse films have been used to show the changing sun patterns during the day and the resulting changes in peoples' activity pattern due to the various sun conditions.

Photographs should be used for study as well as presentation. Many times significant findings are seen in the photos which were not apparent at the time of the study. This can happen many times with a change of study media.

COMMUNITY ACTION ORGANIZATION Attitudes about things in our environment are carried by each individual. Although this image is personal it may be shared by others within the community. We find personal, group, community, regional and national images existing to various degrees throughout the world. Group studies allow us to understand these differences; and by understanding what these differences are attributed to, we can begin to organize in such a way to clarify them so a cooperative group effort is possible.

Institutionalization of Environmental Concerns Our first task is to institutionalize our environmental concerns; we must organize into a formally chartered group whose primary concerns are devoted to improving our environment. Its general goals will be to preserve, maintain and expand the desirable aspects of the community which contribute to its existance as a special place and to change those undesirable aspects which detract from that image.

The group should be organized from a widely diversified range of citizens representing the various factions of the community. It is also important to involve as many influential members of the community as possible to facilitate the implementation stage.

Community Programs The first task of the organized group will be to determine what is needed. This involves a thorough analysis of the community's present form and use, the forces of change and the emerging patterns of organization suggested in the previous studies. It should then examine the potentials for community growth and improvement based on the findings in the previous study, the available opportunities and the values of the community.

After the needs and opportunities have been identified, a community program must be developed which concentrates on correcting procedures for the negative aspects and reveals plans for the development of the community's potential resources. This should be prepared in a report form with maps, diagrams and photographs for dissemination throughout the community so a feedback process is developed to verify the community values and involve as much of the public as possible. This may involve presentations at public meetings, community groups, city council and planning boards and should seek support from the local newspaper, radio and television media.

Implementation After the programs have been revised along guidelines suggested at the community presentations, then an implementation procedure should be developed. This involves legal recognition of the environmental goals by the city council and planning agencies, participation by individuals and professionals and public and private assistance by means of monetary and human resources.

The best way to achieve this support and assistance is to get everyone involved in a case study project. This involves selecting an approximate area for application, development of the necessary means for implementation and the appropriate scheduling of the improvement process. This is most easily accomplished with a general clean-up, paint-up campaign throughout the whole community with prizes for the most significant improvements. This should create a great deal of interest and widespread publicity throughout the community.

It must be emphasized that the studies and programs must be evaluated and revised periodically, otherwise much time and energy may be wasted trying to implement obsolete programs. These revisions must also be disseminated and explained as in the case of the original report.

COMMUNITY STUDY PROGRAM EVALUATION

Name________________

Community________________

In any program such as this it is important that we have some idea of how successful the program has been and what might be done to improve future programs. We will greatly appreciate your cooperation in completing this form. Please feel free to answer the questions as directly as you wish. If you prefer not to have your name on the form just leave the space blank.

1. Approximately how many of the meetings of the Community Study Program have you attended?

___1 ___2-3 ___4-6 ___7-8 ___9-10

2. How did you first hear about the Community Study Program?

___Announcement within an organization
___Radio
___Letter
___Face to face conversation
___Newspaper
___Television
___Telephone

3. In terms of how you first heard about the Community Study Program, did you expect...

you would be involved in (mark one)
___only listening to lectures.
___listening to lectures and participating in discussions.
___listening to lectures, participating in discussions, and working on committees.

that most of the programs would be on (mark one)
___architecture and environmental design.
___the problems of your town.
___solutions to your town's problems.
___the causes of problems in your town.
___Other (describe)________________

4. What do you feel were the three most important new ideas about your town that were presented?

____

____

5. Define "community identity": -

- -

6. Which mode of presentation was most significant for you?(mark one)
___Slides ___Lecture ___Discussion ___Observation of activities
___Other in your town

7. Were the Community Study Presentations:
___Too complicated ___Too simple ___About right
___Somewhat unorganized and fragmented.

8. Do you feel the Community Study Program was:
___Progressive ___Moderate ___Conservative

9. What topic do you think the program should have discussed or spent more time on? -

- -

10. Did the program help you realize that you knew
more than
same as
less than
(circle one)
you thought you did about your town?

11. Even though you may not agree with them, did you become more aware of other points of view of people who live in your community?

12. Do you feel that a study program such as this one should focus primarily on (mark one)
___providing solutions to town problems.
___understanding the elements that caused the problems.

13. How much of a contribution has this program made in preparing you to help make decisions on changes in your community environment?
___Very important contribution. ___Somewhat important.
___Of little importance.

14. To what degree did the Community Study Program meet your expectations?
___Did more than expected. ___Did what I expected.
___Did less than I expected; specify: - - - - - - - - - -

15. The most informative session was the one when we discussed
- -

16. If the Community Study Program should continue next year, would you encourage your friends to come?
___Yes ___Not sure ___No.

17. How likely is it that you will continue to be involved in studying and working on environmental problems in your community?
___Very likely ___Somewhat likely ___Less likely

18. Other comments about the program:

Newspaper Responses to 3 Communities Studies

"Oregon Environmental Meetings Slated" Oregon Daily Emerald, Oct. 30, 1967.

"Arts Study Plan Grant Given U.O.", Eugene Register-Guard, Dec. 13, 1967.

"Sessions to Encourage Community Awareness", The Newport News-Times, December 21, 1967.

"Bend to be Subject of U.O. Environmental Design Study" Bend Bulletin, Jan. 1968.

"U.O. Staffer Due to Organize Study Course", Bend Bulletin, Jan. 27, 1968.

"Professor Sees Great Potential for Bend Area", The Bend Bulletin, February 20, 1968.

"Community Identity Study Starts Sunday", The Newport News-Times, March 7, 1968.

"Identity Study Volunteers Sought to Aid Project", The Newport News-Times, March 14, 1968.

"Community Identity Study Committee Starts Activities", Newport News-Times, March 21, 1968.

Picture - Yaquina Bay Committee, Newport News-Times, March 28, 1968.

"Planners Talk About 'Nat' Site for Community Center" and "Community Identity Study Group to Meet Wednesday in Newport", Newport News-Times, April 11, 1968.

"Environmental Group to Meet", The Bend Bulletin, April 15, 1968.

"Newport Seniors Say City Lacks Opportunities", Newport News-Times, April 25, 1968.

"Identity Study Report Expected", Newport News-Times, May 16, 1968.

Lebanon Chamber of Commerce Newsletter, May 1968.

"Retail Trade to Hear of City Renewal", The Lebanon Express, May 22, 1968.

"Meeting Set on Renewal", Albany Democrat-Herald, May 22, 1968.

"Retail Trade Group Hears Community Development Talk", and "City-Wide Meeting Scheduled Monday", The Lebanon Express, May 24, 1968

"Festival Cake Replica", The Lebanon Express, May 29, 1968.

"Newport Seniors Give Harsh Area Appraisal", Newport News-Times, May 30, 1968.

"Yaquina Grave May Be Historical Site", Newport News-Times, May 30, 1968.

"Lebanon Chamber is Television Feature", Albany Democrat Herald, May 31, 1968.

"Lebanon Study on TV Monday", The Lebanon Express, May 31, 1968.

"Crowd Jams Berry Center", Albany Democrat-Herald, June 1, 1968.

"Lebanon on TV Tonight", Albany Democrat-Herald, June 3, 1968.

"Lebanon Study on Cable TV Tonight", The Lebanon Express, June 3, 1968.

"Community Development Display", The Lebanon Express, June 5, 1968.

"Civic Development Highlights Aired" Lebanon Express, June 12, 1968.

"Civic Improvement Workshop Planned" Lebanon Express, June 28, 1968.

"Community Improvement Committee Planning Tuesday Meeting", Lebanon Express, June 28, 1968.

"Civic Improvement Group Workshop Gets Underway" Lebanon Express, July 12, 1968.

"City Plans Key Meeting" Democrat Herald, July 15, 1968.

"Lebanon Chamber Gives OK On Improvement Plan", Democrat-Herald July 18, 1968.

"Civic Improvement Steps Taken in Lebanon City-Wide Meeting" Albany Democrat Herald, July 1968.

"Civic Improvement Group Discusses Varied Projects", The Lebanon Express, July 17, 1968.

"Chamber Continues Long-Range Studies of Downtown Problems", Democrat-Herald Sept. 1968.

"Lebanon Downtown Core Area Strong, C. of C. told", Albany Democrat Herald, Sept. 1968.

"Lebanon Youth Give Building 'Facelift'", Albany Democrat-Herald, Sept. 6, 1968.

Picture of Civic Good Deeds, Albany Democrat-Herald, Sept. 6, 1968.

"Youth Committee Paints Ornate Mayer Building" Lebanon Express, Sept. 6, 1968.

Picture "We Care Committee at Work", Lebanon Express, Sept. 6, 1968.

"Coastal Town Problems Probed at U.O. Meet", Newport News-Times, Oct. 3, 1968.

"Community Art Study Report Set" Register Guard, Oct. 13, 1968.

"Lebanon and Albany Progress Report on Agenda", Albany Democrat Herald, Oct. 16, 1968.

"HUD Executive to Address Urban Growth Conference", Eugene Register Guard, Oct. 17, 1968.

"Identity Study Report Expected This Weekend" Newport News-Times, Oct. 17, 1968.

"U.O. Studies Nye Beach Area; Report Planned", Newport News-Times, Oct. 31, 1968.

"'We Care' Projects Stimulate Community Action", Lebanon Express Nov. 1, 1968.

"Beach Views Plans for Community Center", Newport News-Times, Nov. 21, 1968.

"A New View for Nye Beach Section" Salem Capitol Journal, Nov. 26,1968.

"Land Use Plan - Agate Beach Area" Newport News-Times, Jan. 16, 1969.

"Oregon Students 'Face-Off' With Newport Senior Citizens", Newport News-Times Feb. 13, 1969.

"Downtown Mall Plan Told for Lebanon" Albany Democrat Herald, Feb. 12, 1969.

"Mall Possibility Seen For Future Downtown" Lebanon Express, Feb. 14, 1969.

"Nye Improvement Group Reaffirms 'Nat' Program" Newport News-Times May 1, 1969.

"Don Driscoll Addresses Rotarians" Lebanon Express, April 4, 1969.

"Lebanon Gets Mall Report", Albany Democrat-Herald, April 4, 1969.

"Lebanon Planning Clean-up", Albany Democrat-Herald, April 4, 1969.

"We Care" Featured on Chamber TV Show" Lebanon Express, April 4, 1969.

"Driscoll Outlines Planning Guide for Central Business District" Lebanon Express, April 7, 1969.

"Driscoll Report Shows Lebanon Business District Pressures", Lebanon Express, April 9, 1969.

"Plans Forecast Lebanon Business Mall", Albany Democrat-Herald, April 10, 1969.

"Driscoll Outlines Possible Stages for Core Area Progress", Lebanon Express, April 11, 1969.

"Panel in Bend Proposes Arts, Convention Center", Portland Oregonian, May 1, 1969.